ST AMBROSE PREPARATORY SCHOOL

ACCESSIBILITY PLAN

SEPTEMBER 2026

Plan period: September 2026 – August 2029

This plan has been prepared with due regard to the School's mission statement:

At St Ambrose we aim to provide an independent Catholic education for boys and girls of all faiths aged 3 to 11; St Ambrose is an inclusive school where the Gospel teachings and our school values are at the centre of everything that happens in our school family. At St Ambrose we strive to develop happy, fulfilled, well educated, confident and caring children who know and understand the love, joy and peace of Jesus; and to show our Faith by the way we live, showing care and consideration for each other, those around us and the environment.

Our Vision

Our Vision is to be an exemplar Edmund Rice School, with an enviable reputation amongst our peers, both as an organisation and for the services and facilities we provide, making us first choice for parents and pupils in our geographic area.

Our Ethos & Values

At St Ambrose we provide a Catholic school community in which pupils feel welcome, safe, recognised for their individuality – supported by a community of love, and affection. We strive to live the Gospel in all aspects of school life and policy, following Blessed Edmund's footsteps.

Introductory statement

Schedule 10 to the Equality Act 2010 requires the responsible body of a school to prepare, implement, resource and keep under review a written accessibility plan covering a three-year period.

The purpose of the plan is to:

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the School; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This Accessibility Plan covers the period from September 2026 to August 2029 and applies to the whole School, including the Early Years Foundation Stage (EYFS).

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Background

The School's layout and facilities

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School occupies a site consisting of a two-storey building which has a lift incorporated. Teaching takes place in fixed classrooms for the majority of subjects.

The School plans, over time, to increase the accessibility of its provision for disabled pupils in the following areas:

- increase the extent to which disabled pupils can participate in the School curriculum;
- improve the physical environment of the School so that disabled pupils can take better advantage of education and associated services; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The three action plans at the end of this document set out the measures the School will take during 2026–2029. Progress will be reviewed at least annually and the Plan revised where necessary. The School will allocate reasonable resources through its annual budgeting process, with significant premises works prioritised according to need, feasibility and the duty to make reasonable adjustments. Relevant staff will receive appropriate disability-awareness and pupil-specific training.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Admissions Policy
- Curriculum Policy

- Special Educational Needs and Disabilities (SEND) Policy
- Equality and Inclusion Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy

The proprietor is the responsible body for this Plan. The Head coordinates implementation and reports progress to the Governing Body at least annually. The Plan will be kept under review during 2026–2029, revised where necessary and replaced before the end of the three-year period.

Welcoming and Preparing for Disabled Pupils

The School anticipates the needs of disabled pupils and prospective pupils and will make reasonable adjustments to avoid substantial disadvantage. Decisions will take account of the individual circumstances, the effectiveness and practicability of the proposed adjustment, available resources and health and safety, with the pupil and parents involved wherever appropriate.

No charge will be made for a reasonable adjustment, including an auxiliary aid or service, required under the Equality Act 2010. A charge may be made only for a genuinely optional additional service which is not a reasonable adjustment, in accordance with the Parent Contract and following written agreement.

Parents or guardians are asked to provide full and accurate information about a pupil's needs, including relevant specialist input, assessments and support. This information is used to plan provision and consider reasonable adjustments.

In assessing a prospective pupil's needs, the School may seek professional advice or additional assessment where appropriate. Information will be handled sensitively and in accordance with the School's data-protection obligations.

Legal Framework & Guidance

- Equality Act 2010, Schedule 10 and DfE Equality Act 2010 advice for schools.
- Education (Independent School Standards) Regulations 2014 and DfE Independent School Standards guidance (April 2026).
- SEND Code of Practice: 0 to 25 years, so far as applicable to an independent school.
- Statutory framework for the Early Years Foundation Stage.
- ISI Inspection Framework (September 2026) and the ISI inspection handbook.

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

'Long-term' generally means that the effect has lasted, or is likely to last, for at least 12 months. 'Substantial' means more than minor or trivial. The definition includes sensory impairments and may include long-term health conditions such as asthma, diabetes, epilepsy and cancer where the statutory test is met.
Under the Special Educational Needs and Disability (SEND) Code of Practice, a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Priority 1: Increasing the extent to which disabled pupils can participate in the School curriculum

Priority	Objective	Actions	Responsibility	Timescale	Success measure
Access needs	Identify barriers to curriculum participation promptly.	Review access needs on admission, at least termly and whenever needs change; record agreed adjustments in the pupil's support documentation.	SENCO and class teachers	On admission; termly; when needs change	Current needs and adjustments are documented and understood by relevan staff.
Teaching access	Ensure teaching and resources are accessible.	Provide pupil-specific guidance and proportionate staff training; use accessible resources and assistive technology where required.	SENCO and Head	Induction; annually; as required	Monitoring and pupil feedback show that ag adjustments are used consistently.
Wider curriculum	Enable participation in trips, clubs, PE, sport and performances.	Consider accessibility at the planning stage, complete individual risk assessments where needed and put reasonable adjustments in place.	Activity lead and SENCO	For every relevant activity	Disabled pupils partici alongside peers unles evidenced, lawful reas prevents this.
Assessment	Provide appropriate assessment access arrangements.	Confirm each pupil's normal way of working and apply for or provide permitted arrangements in good time.	SENCO and teachers	Before each assessment cycle	Eligible pupils receive approved arrangement accurately and on time.

Priority 2: Improving the physical environment so disabled pupils can take better advantage of education and associated services

Priority	Objective	Actions	Responsibility	Timescale	Success measure
Access audit	Maintain an accurate picture of physical barriers.	Audit entrances, routes, classrooms, toilets, the lift, play areas, signage and emergency arrangements; consult affected pupils and parents where appropriate.	Head and premises/health and safety lead	Autumn 2026; then annually	The audit and prioritise actions are recorded a reviewed.
Adjustments	Remove or reduce identified barriers.	Complete practicable maintenance changes promptly and plan larger works through the annual budget, prioritised by individual need and risk.	Head and School Business Manager	As identified; budget reviewed annually	Required adjustments completed or an evide alternative arrangeme in place.
Evacuation	Ensure safe evacuation for anyone who needs assistance.	Prepare and practise a Personal Emergency Evacuation Plan (PEEP) where required; review it after drills and when circumstances change.	Fire safety lead and SENCO	On admission/identifi cation; at least annually	Current PEEPs are available to relevant st and drills identify no unresolved barriers.
New works	Prevent new physical barriers.	Consider accessibility before refurbishment, building work, furniture or equipment purchases, and retain the decision record for significant projects.	Head and School Business Manager	Before approval of relevant work or purchase	Project records show t accessibility was considered and avoida barriers were not introduced.

Priority 3: Improving the delivery of information to disabled pupils

Priority	Objective	Actions	Responsibility	Timescale	Success measure
Needs	Identify each disabled pupil's information-access needs.	Record preferred formats, communication methods and assistive technology in the pupil's support documentation and share them with relevant staff.	SENCO and class teachers	On admission; termly; when needs change	Relevant staff can des and provide the agree format or method.
Formats	Provide information in an accessible form without avoidable delay.	When required, adapt pupil-facing information using formats such as large print, accessible digital text, suitable colour/contrast, simplified language or audio.	Class teachers and administrative staff, supported by SENCO	As required; at the same time where reasonably practicable	Disabled pupils receiv same information in ar effective accessible fo
Technology	Maintain effective access to digital information.	Review the suitability, availability and compatibility of assistive technology and provide training for the pupil and relevant staff where needed.	SENCO and IT lead	Termly and when needs or systems change	Technology is availabl working and used effectively.
Review	Check that information arrangements remain effective.	Seek feedback from disabled pupils and parents through review meetings and address identified barriers; include accessible-information practice in relevant staff induction and updates.	SENCO and Head	At review meetings; staff updates at least annually	Feedback and review records evidence time improvement where a barrier is identified.