



ACCESSIBILITY PLAN 2026 – 2029

This Accessibility Plan applies to the whole school including the EYFS at Copthorne Prep.

Version	2
Approved by	Governing Body
Responsible Officer	Head of School
Review Frequency	Annual
Reviewed	September 2026
Next Review	September 2027
Approved by Governors	Autumn Term 2026

Introduction

This Accessibility Plan has been prepared in consultation with the Senior Leadership Team, the SENCo and the Governing Body. The plan covers the period from September 2026 to August 2029 and will be reviewed annually to ensure it continues to meet the needs of the School community.

Copthorne Preparatory School is committed to providing an inclusive environment in which all pupils, staff, parents and visitors are valued and supported. We seek to ensure that every individual can participate fully in school life regardless of any disability, special educational need, medical condition or additional need.

The School is committed to promoting equality of opportunity, removing barriers to participation and encouraging a culture of respect, dignity and inclusion throughout the School community. Accessibility considerations form part of strategic planning, curriculum provision, pupil welfare, safeguarding arrangements and estate development.

Through this plan, the School aims to make continual improvements to the physical environment, curriculum access and the availability of information, ensuring that disabled pupils, staff and visitors are not placed at a substantial disadvantage.

Legislation and Guidance

This plan should be read alongside:

- Admissions Policy
- SEND and Inclusion Policy
- Behaviour Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy

This Accessibility Plan has been prepared with regard to the following legislation and statutory guidance:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 years
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children
- Early Years Foundation Stage (EYFS) Statutory Framework
- Independent School Standards Regulations (2014, as amended)
- Human Rights Act 1998
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

The School recognises its duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils, staff and visitors and to develop strategic plans to improve accessibility over time. The Governing Body is committed to ensuring compliance with these duties and to promoting an inclusive and supportive environment for all members of the School community.

Background

Copthorne Preparatory School occupies a number of buildings located on a single site within approximately 55 acres of grounds, woodland and recreational space. Some of the School's buildings are historic in nature and, whilst this can present challenges in relation to accessibility, the School remains committed to making reasonable adjustments wherever practicable and proportionate.

The School continually reviews its facilities, resources and practices to ensure accessibility considerations are incorporated into future developments, refurbishments and improvements. Accessibility is considered whenever changes are made to:

- Buildings and facilities
- Educational provision
- Curriculum delivery
- Information sharing
- Digital learning platforms
- School communications
- Educational visits and co-curricular provision
- Safeguarding and welfare arrangements

Definition of Disability and Scope of the Plan

A person is disabled under the Equality Act 2010 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.

The School's Accessibility Plan aims to:

- Increase the extent to which disabled pupils can participate fully in the curriculum.
- Improve the physical environment of the School to increase access to education, facilities and services.
- Improve the delivery of information to disabled pupils, staff, parents and visitors.
- Promote equal access to educational, social and recreational opportunities.
- Support the wider inclusion and wellbeing of all members of the School community.

The School adopts a fully inclusive approach to recruitment, employment and professional development and seeks to ensure that current and prospective staff are not disadvantaged because of a disability. Reasonable adjustments will be considered and implemented wherever appropriate.

Construction, Monitoring and Review of the Plan

The Head of School has overall responsibility for the implementation, monitoring and review of this Accessibility Plan.

The Senior Leadership Team, working alongside the SENCo, COO, Site Manager, Governors and other relevant staff, will review accessibility arrangements annually and identify priorities for future development.

The School will also consult with:

- Parents
- Pupils where appropriate
- Staff
- External professionals and specialists
- Governors

to ensure that accessibility needs are identified and appropriately addressed.

The School will consider accessibility throughout the admissions process to ensure that the needs of prospective pupils are identified at the earliest opportunity and that reasonable adjustments, staff training and support arrangements can be planned effectively.

The Senior Leadership Team is responsible for:

- Reviewing policies, procedures and facilities which may impact disabled pupils, staff, parents or visitors.
- Identifying barriers to participation and access.
- Recommending reasonable adjustments and accessibility improvements.
- Monitoring implementation of accessibility objectives.
- Reviewing SEND provision in conjunction with the School's SEND and Inclusion Policy.
- Preparing and reviewing the Accessibility Plan.
- Reporting progress to Governors annually.

The Governing Body is responsible for monitoring the implementation of the Accessibility Plan and ensuring appropriate actions are taken to improve accessibility wherever reasonably practicable.

Accessibility Plan Objectives

The School is committed to continuous improvement in the following areas:

Curriculum Access

- Ensuring disabled pupils can access all aspects of the curriculum wherever reasonably practicable.
- Providing differentiated teaching approaches and appropriate support.
- Providing staff training to meet the needs of pupils with disabilities and additional needs.
- Considering access requirements when planning educational visits, trips and co-curricular activities.

Physical Environment

- Reviewing accessibility across all school buildings and facilities.
- Improving accessibility during future refurbishment and building projects.
- Reviewing accessible toilet provision and access arrangements annually.
- Considering accessibility requirements within transport arrangements and movement around the site.
- Ensuring emergency evacuation arrangements take account of those with disabilities.

Information and Communication

- Providing information in alternative formats where required and reasonably practicable.
- Promoting accessible communication methods.
- Reviewing learning resources to ensure accessibility.
- Supporting the use of assistive technology where appropriate.
- Improving digital accessibility across school systems and communications.

Digital Accessibility

The School will endeavour to ensure that digital communications, online resources and key information are accessible to pupils, parents, staff and visitors. Alternative formats will be provided where reasonably practicable, and accessibility considerations will form part of future technology developments.

Monitoring and Review

This Accessibility Plan will be reviewed annually by the Head of School in consultation with the Senior Leadership Team, SENCo and Governing Body.

Progress against the objectives contained within the plan will be monitored regularly and reported to Governors.

The plan will be formally reviewed every three years, or sooner if significant changes in legislation, guidance or School provision require amendment.

Mrs Kylie McGregor

Head of School

Reviewed: September 2026

Next Review: September 2027

Approved by Governors: Autumn Term 2026

Appendix 1

Increasing the Extent to Which Disabled Pupils Can Participate in the Curriculum

Target	Actions	Success Criteria	Timescale	Responsibility
Ensure all pupils have equal access to the curriculum	Use adaptive teaching, differentiation and reasonable adjustments to remove barriers to learning. Review curriculum resources to ensure accessibility.	Pupils with disabilities can access learning alongside their peers and make appropriate progress.	Ongoing	Head of School, SENCo, Teaching Staff
Develop staff knowledge and understanding of SEND and disability	Provide regular CPD on SEND, disability awareness, neurodiversity and inclusive classroom practice.	Staff demonstrate increased confidence in supporting pupils with disabilities and additional needs.	Annual and Ongoing	SENCo
Ensure educational visits and co-curricular activities are accessible	Include accessibility considerations and risk assessments within trip and activity planning. Implement reasonable adjustments where appropriate.	Disabled pupils are able to participate fully wherever reasonably practicable.	Ongoing	Educational Visits Coordinator, Trip Leaders, SENCo
Strengthen pupil voice regarding accessibility	Seek feedback from pupils regarding barriers to participation and learning. Include accessibility within pupil wellbeing discussions.	Pupils contribute to the ongoing development of accessibility across the School.	Annual	SENCo, SLT
Review reasonable adjustments for pupils with disabilities	Monitor support plans and strategies regularly and review in partnership with parents and relevant professionals.	Support remains effective and responsive to need.	Termly	SENCo

Improving the Physical Environment of the School

Target	Actions	Success Criteria	Timescale	Responsibility
Review accessibility throughout the School site	Conduct annual accessibility audits of buildings, grounds and learning environments.	Accessibility barriers are identified and prioritised for improvement.	Annual	Head of School, Site Manager
Improve access to key facilities and learning spaces	Consider accessibility requirements during maintenance, refurbishment and future development projects.	Improved access to educational facilities for pupils, staff and visitors.	Ongoing	Site Manager, Governors
Maintain suitable accessible toilet provision	Review provision annually and identify improvements where required.	Appropriate facilities remain available and fit for purpose.	Annual	Site Manager
Improve wayfinding and navigation around the School site	Review signage, pathways and accessibility information.	Pupils, parents and visitors can navigate the School safely and independently.	Ongoing	Site Manager
Ensure accessibility is considered within	Review Personal Emergency Evacuation Plans (PEEPs) and	Safe evacuation arrangements are available for all pupils, staff and visitors.	Annual	Health and Safety Lead, Site Manager

emergency planning	emergency procedures annually.			
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Improving the Delivery of Information to Disabled Pupils, Parents and Visitors

Target	Actions	Success Criteria	Timescale	Responsibility
Provide information in accessible formats when required	Offer information in large print, electronic or alternative formats where appropriate.	Information is accessible to pupils, parents, staff and visitors.	Ongoing	School Office, SENCo
Improve accessibility of teaching resources	Promote the use of accessible fonts, layouts, colour contrasts and presentation formats.	Pupils can access teaching materials more effectively.	Ongoing	Teaching Staff
Develop digital accessibility	Review online communication platforms, learning resources and key school information.	School communications are accessible to the widest possible audience.	Annual	IT Manager, SLT
Promote the use of assistive technology	Evaluate and implement assistive technology and digital tools where beneficial.	Pupils receive appropriate support through technology-based solutions.	Ongoing	SENCo, IT Manager
Improve classroom environments	Continue to review lighting, acoustics and classroom presentation to support a range of needs.	Learning environments support all pupils effectively.	Ongoing	Site Manager, SLT

Monitoring and Evaluation

Objective	Action	Responsibility	Timescale
Monitor the effectiveness of the Accessibility Plan	Review progress against targets and update actions where necessary.	Head of School, SENCo, SLT	Annual
Report progress to Governors	Present accessibility updates and priorities to the Governing Body.	Head of School	Annual
Respond to changing needs	Review accessibility arrangements in response to pupil, staff and visitor needs.	SLT, SENCo	Ongoing
Ensure legislative compliance	Monitor changes in legislation and guidance and amend the plan accordingly.	Head of School, Governors	Ongoing

Success Measures

- Increased participation of disabled pupils in all aspects of school life.
- Positive progress and outcomes for pupils with disabilities and additional needs.
- Positive feedback from pupils, parents, staff and visitors.
- Evidence of effective reasonable adjustments.
- Continuous improvement in the accessibility of the physical environment.
- Improved accessibility of information, communication and digital resources.
- Ongoing compliance with the Equality Act 2010, SEND Code of Practice and Independent School Standards.