



PRINCE'S MEAD

ACCESSIBILITY PLAN 2023-26

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Reviewer:	E Peebles
Date:	September 2025
Review Frequency:	Bi-Annual
Next Review Date:	September 2027
(If required) Governor:	
Date of Governor Agreement:	

Prince's Mead School Accessibility Plan 2023 - 2026

Ethos and aims

Prince's Mead School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

Definition of disability and scope of the plan

A child or young person is 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 (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

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

How the plan is constructed

The School's Accessibility Plan is reviewed by the Senior Leadership Team and they will coopt additional staff members whose expertise in any field could be of assistance (e.g. the School's Health and Safety Adviser, the Facilities Team and the Head of Learning Support). They are responsible for:

1. reviewing annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
2. making recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. preparing the School's Learning Support and Disability Policy.
4. preparing the School's Accessibility Plan
5. reviewing such plans and policies as necessary and at least on an annual basis.

The following has been considered when developing and reviewing the plan:

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| • Admissions | • Governing body representation |
| • Attainment | • Physical school environment |
| • Attendance | • Selection and recruitment of staff |
| • Exclusions | • Sporting education and activities |
| • Education | • Staff training |
| • Extra-curricular activities | • Welfare |

The School will review its provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils will be obtained and considered. We will use those views to ascertain understanding in the school community of disability and accessibility, priorities for our pupils

with SEN and/or disabilities and priorities for our pupils' parents. The views of the School's local authority will be sought as part of the process.

The School will consult staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are considered.

How the plan is reviewed and monitored

This Accessibility Plan will be reviewed annually by the Senior Leadership Team and by the Governing Body of the School. The Senior Leadership Team will identify which measures have been achieved and where any delay in implementation is foreseen. The Accessibility Plan will then be updated with adjusted time-frames where necessary.

The School's Governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The Plan should be read in conjunction with the School's Admissions Policy and Learning Support and Disability Policy.

Improving access to the physical environment

	Targets	Aim	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Door survey and action plan	2	Review of all doors	By Sept 23	Facilities Manager	Visual
	Review car parking and traffic arrangements for disabled access		Define procedure for on-school parking and allocate specific bays	By Sept 23	Facilities Manager	Visual
	Review number of allocated disabled parking bays.		Consider all disabled car parking spaces to ensure there are 2 spaces +3% of total car park	By Sept 24	Facilities Manager	Visual
	Access on minibuses		All new minibuses can be converted to take a wheelchair user The conversion process is part of the minibus driver training.	For all new drivers	Transport Administrator	Part of the training process
Medium Term	Review of toilets to ensure suitable disabled facilities	2	Location Plan for all disabled toilet facilities	By Jan 25	Facilities Manager	Plan
	Ensure all new entrances are DDA compliant		In line with current building requirements	Ongoing	Facilities Manager	Plan
	Lighting levels around the school		Visual survey to be completed	After October half term	Facilities Manager	Written report
Long Term	New large building projects (Nursery/Astro) to be fully DDA compliant and designed with physical access at the forefront. account of DDA requirements where possible and appropriate.	2	The Nursery is first capital project and architects involved will design in suitable facilities to improve and enhance disabled access.	2023 (design and build of PAC)	Bursar	As built

<p>Outdoor lighting – improve lighting in car parks on site</p> <p>Lift systems – in place in sports hall and dining room</p> <p>PEEPs / crutches – adapt timetables, buddy children, carry books, staff awareness</p> <p>Pathways – improve. Aim between back of sports hall and Pavillion. Extension of recent pathways, around side of sports hall.</p>	<p>Review of current lighting for appropriateness; assessment of site for improvement; quotations from contractors regarding cost of improvements; checking budgets and resources to enable implementation.</p> <p>Ensure lifts are working – annual service completed</p> <p>Enables wheelchair access to many areas of the school site.</p> <p>Ensure PEEP's are in place as required</p> <p>Review pathways around site to ensure trip free / in good working order and accessible for wheelchairs.</p>	<p>Facilities Manager / Bursar</p> <p>Facilities Manager</p> <p>Matron</p> <p>Facilities Manager</p>	<p>Contractors visited Nov 25 to assess lighting in staff car park and in front of WPH.</p> <p>Cost assessment to be performed and plan to be made regarding extension.</p>
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Improving access to the curriculum

	Targets	Aim	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	<p>Embed the understanding and use of the new IEPs system, amongst teaching staff.</p> <p>Support the induction of new member of staff in Learning Support Department.</p>	1	<p>Time and reminders to staff; use of new system; continued communication with Learning Support department.</p> <p>Induction meetings and department planning.</p>	<p>Ongoing</p> <p>Jan 23 - ongoing</p>	<p>All teachers</p> <p>SG</p>	<p>More accessible format for teacher access to student specific information for additional needs.</p> <p>Increased capacity and specialism in LS dept.</p>

Medium Term	Conduct a review of EDI, inclusive of disability / SEND – academic and pastoral focus.	1	Time	Academic year 2023/24	SG	Presentation and discussion of review outcomes Provision of training
	Identify and provide training to all teaching staff for key access issues of pupils (e.g. ADHD, ASD, etc.).			Academic year 2023/24	SG	Improved, cohesive provision across teaching staff evidenced by SEND learning walks.
Long Term	Gradual improvement and expansion of pastoral spaces / staffing to better meet the needs of pupils and give flexibility to accessing the curriculum. Facilitate better coordination between Medical, Learning Support, Academic Departments.	1	Liaison between members of academic SLT and the Bursar; continuing review of pastoral staff training and availability; increase of 'visibility' roles in the school.	Academic years 22/23 – 24/25	SLT/SG	More capacity in pastoral spaces and staff; more skilled pastoral staff. Staff and pupils reporting appropriate access to excellent provision

[Reviewed September 2025]