



ALTRINCHAM PREPARATORY SCHOOL

Accessibility Plan

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Approved by:	Board of Governors

This Plan applies to Altrincham Preparatory School, including the EYFS. It is available to current and prospective parents upon request and is published on the School's website.

1. Purpose and legal framework

This Accessibility Plan sets out how Altrincham Preparatory School will improve access to education for pupils with disabilities over the period 2026-2029. It covers access to (a) the curriculum, (b) the physical environment, and (c) information and communication.

The plan is prepared with reference to the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice (2015). The Equality Act places an anticipatory duty on schools to make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage. This can include changes to policies and practices, the provision of auxiliary aids and services, and adjustments to the physical environment.

The plan also supports the school's compliance with the Independent School Standards, in particular those relating to the quality of education provided, the welfare, health and safety of pupils, the suitability of premises and accommodation, and the provision of information to parents.

This plan should be read alongside the following policies and documents:

- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities Policy for Pupils
- Admissions Policy
- Curriculum Policy
- Behaviour Policy
- Health and Safety Policy
- Educational Visits Policy
- Safeguarding and Child Protection Policy
- Fire Safety Policy, including Personal Emergency Evacuation Plans (PEEPs)

2. School context

Altrincham Preparatory School is an independent, single-sex boys' school for pupils aged 2 to 11. The school operates across three buildings: the Prep building, the Pre-Prep building and Bank Place. The buildings include teaching and specialist spaces, administrative offices and outdoor areas.

The school welcomes pupils with a range of additional needs, including specific learning difficulties, speech and language needs, autism spectrum conditions, sensory processing differences and physical disabilities. Support is individualised and may include reasonable adjustments and targeted interventions.

Examples of reasonable adjustments and support include:

- Adaptive teaching, scaffolding and differentiation within lessons.
- Access to assistive technology and alternative methods of recording.
- Individual support plans and targeted interventions informed by assessment.
- Risk assessments for pupils and activities, including educational visits and practical lessons.
- Personal Emergency Evacuation Plans (PEEPs) where required.
- Liaison with parents and external professionals, with pupil voice taken into account where appropriate.

3. Roles and responsibilities

Board of Governors: Approves the plan, reviews progress annually and ensures that resources are allocated appropriately.

Headmaster: Has overall responsibility for implementation and ensures that staff understand their duties under the Equality Act.

Deputy Headteacher and SENCo: Leads on access to the curriculum, coordinates reasonable adjustments, oversees pupil support plans and liaises with parents and external agencies.

School Business Operations Manager and Site Manager: Lead on premises accessibility, maintenance planning, and the delivery of actions arising from the accessibility audit.

All staff: Implement reasonable adjustments in day-to-day practice, report emerging barriers promptly, and contribute to review and monitoring.

4. Identifying need and planning adjustments

Accessibility planning is integrated with the school's graduated approach to SEND and with its safeguarding and welfare systems. Barriers to access are identified through admissions and transition information, teacher assessment, pupil progress data, observations, parent communication and, where appropriate, advice from external professionals.

Where a pupil is disabled, or where there is evidence of a likely disability, the school will consider reasonable adjustments proactively. Adjustments are recorded in the pupil's support plan and, where relevant, in risk assessments and PEEPs. Adjustments are reviewed at least termly and more frequently when circumstances change.

The school recognises that accessibility also applies to co-curricular activities and educational visits. Planning for trips and activities will include consideration of accessibility, necessary risk assessments and, where required, additional staffing or equipment.

5. Accessibility action plan 2026-2029

The following action plan is organised under the three required strands. Actions may be brought forward where need arises.

5.1 Access to the curriculum

Barrier or objective	Actions	Lead	Timescale	Resources and cost	Monitoring and success criteria
Curriculum planning and teaching are accessible for disabled pupils	Provide annual whole-school training on reasonable adjustments, adaptive teaching and inclusive classroom practice. Audit curriculum resources for accessibility (including dyslexia-friendly presentation, sensory considerations and alternative recording).	SENCo, Deputy Head; Subject leads	Annual training; resource audit by July 2026 and then annually	INSET time; budget for accessible resources as identified	Evidence of adaptive teaching in lesson observations and work scrutiny. Pupil progress data shows pupils make expected progress from starting points.
Assessment and examinations are accessible	Review and implement access arrangements in line with pupil need, including adjustments to timing, format, reader or scribe support and assistive technology. Maintain an access arrangements register and review termly.	SENCo, Deputy Head	Ongoing; register in place by September 2026	Staffing where required; assistive technology as needed	Access arrangements used consistently and reviewed termly. Pupil and parent feedback indicates reduced barriers.
Co-curricular activities, clubs and trips are accessible	Embed an accessibility check within planning for clubs and educational visits. Ensure risk assessments include disability-related considerations and reasonable adjustments. Provide staff briefing for pupils who require specific support.	Educational Visits Coordinator; SENCo; Club leads	From January 2026 onwards	As identified through risk assessments	Participation rates for disabled pupils match peers where reasonable. Records show adjustments are planned and implemented.
Assistive technology and alternative communication supports are available	Audit current assistive technology provision and identify gaps. Train staff and pupils in the use of agreed tools (for example, text-to-speech, speech-to-text, reading pens and visual supports).	SENCo; Computing lead	Audit by July 2026; training ongoing	Budget line for software and devices	Pupils who require technology use it routinely and confidently. Staff report increased independence and engagement.
Staff knowledge and confidence are sustained	Maintain a rolling CPD programme covering autism, sensory processing, hearing and visual impairment, physical accessibility, and mental health. Ensure induction includes accessibility expectations.	Senior leadership team; SENCo	Ongoing	INSET time; external training where needed	Staff surveys and supervision indicate improved confidence. Consistency in reasonable adjustments across classes.

5.2 Access to the physical environment

Barrier or objective	Actions	Lead	Timescale	Resources and cost	Monitoring and success criteria
Premises are accessible across all school buildings	Complete an annual accessibility audit across the Prep building, the Pre-Prep building and Bank Place. Prioritise improvements including step and stair nosing, handrails, door access, accessible toilet provision and clear routes.	School Business Operations Manager; Site Manager; Headmaster	Annual audit each December; improvement plan updated termly	Maintenance and capital budgets as required	Audit actions are completed within agreed timescales. Disabled pupils and visitors can access key facilities.
Accessible parking and site access for visitors	Ensure at least one designated accessible parking space is available at each site when required. Review drop-off and entrance procedures so that assistance can be provided promptly without reducing security.	School Business Operations Manager; Site Manager	Procedure in place by September 2026	Signage and line marking as required	Visitors can access entrances safely. Reception and duty staff understand the procedure.
Wayfinding, signage and sensory environment support accessibility	Review signage for contrast, positioning and plain language. Introduce pictorial signage where helpful in EYFS. Review lighting, acoustics and sensory considerations in high-traffic areas.	School Business Operations Manager; SENCo	By September 2026; review annually	Signage budget as required	Pupils and visitors report that navigation is clear. Reduced incidents of disorientation or anxiety in transitions.
Emergency evacuation is inclusive	Maintain PEEPs where required and review at least annually. Ensure evacuation drills include arrangements for disabled pupils. Consider the need for evacuation aids (for example, evacuation chair) where multi-level access is used.	SENCo; Site Manager; School Business Operations Manager	Ongoing; reviewed annually	Equipment as identified; training for relevant staff	All pupils can evacuate safely. Drill debriefs evidence that arrangements are effective.
Hearing and visual impairment access within premises	Ensure the school can provide a portable hearing support system and visual alarm notification where required. Review feasibility for permanent provision as part of future refurbishment.	School Business Operations Manager; SENCo	Portable provision identified by September 2026	Hire or purchase costs as required	Adjustments can be implemented promptly when a need arises.

5.3 Access to information and communication

Barrier or objective	Actions	Lead	Timescale	Resources and cost	Monitoring and success criteria
School information and communications are accessible to parents and visitors	Offer key communications in alternative formats on request (large print, digital, audio). Ensure that meetings can be supported by communication adjustments where needed (for example, written summaries).	Headmaster; School Business Operations Manager	From January 2026 onwards	Printing and administrative time	Parents report that information is accessible. Requests are responded to promptly and recorded.
Website and digital platforms are accessible	Complete an accessibility review of the school website and published documents against WCAG 2.1 AA. Publish an accessibility statement and address identified issues, including document tagging and contrast.	Marketing Manager; Headmaster	Review by September 2026; actions ongoing	Web development as required	Website audit evidence and completion record. Reduced accessibility issues reported by users.
Pupil-facing materials are accessible	Ensure classroom materials use clear layout, appropriate font size, uncluttered presentation and plain language. Provide modified resources, enlarged print, overlays, audio or visual supports as required.	SENCo; Class teachers	Ongoing	Photocopying; specialist resources as required	Pupils can access learning materials with increasing independence. Teacher monitoring shows reduced barriers.
Information sharing supports safeguarding and confidentiality	Ensure reasonable adjustment information is shared with staff on a need-to-know basis and stored securely. Provide clear guidance on what is shared for trips and external activities.	Designated Safeguarding Lead; SENCo	Ongoing	Administrative time	Records demonstrate appropriate information governance and consistent practice.

6. Monitoring and review

The Board of Governors will review this Accessibility Plan annually and will receive a written update on progress against the action plan.

Progress will be monitored through termly leadership reports, pupil progress and attainment information, records of reasonable adjustments and access arrangements, parent and pupil feedback, outcomes of premises audits and health and safety checks, and the evaluation of educational visits.

The plan will be updated at least every three years and may be updated sooner in response to significant changes in pupil need, premises development or changes in statutory guidance.

Appendix A: Premises accessibility audit summary and priorities (September 2025 baseline)

This appendix summarises the current position and sets out agreed priorities. The full audit checklist is held by the School Business Operations Manager and the Site Manager.

Ref	Area	Current position	Rating	Priority actions	Target date	Estimated cost
A1	Accessible parking	Designated accessible bay in place at Prep. No marked bay at Pre-Prep or Bank Place.	Amber	Mark or designate an accessible bay at Pre-Prep and Bank Place, with a clear procedure for reserving when required.	September 2026	To be confirmed
A2	Entrance steps and ramps	Single step at Pre-Prep. Bank Place has ramp access.	Amber	Install contrasting nosing to the step at Pre-Prep. Confirm the condition and storage location of the mobile ramp and include it in site checks.	September 2026	To be confirmed
A3	Handrails and stair nosing (internal)	All buildings have contrasting stair nosing.	Green	Install contrasting nosing and review lighting and handrails where applicable.	September 2026	Approx. £200 plus labour
A4	Doors and secure access	Secure access controls mean assistance may be needed for wheelchair users at some doors.	Amber	Review door opening pressures and consider hold-open solutions compatible with security. Document support procedure for arrivals.	September 2026	To be confirmed
A5	Accessible toilets	Accessible toilet at Prep and Early Years. Pre-Prep has ground floor toilet but may not be wheelchair accessible.	Amber	Assess feasibility of adapting an existing toilet at Pre-Prep to meet accessibility requirements, including grab rails and turning space.	September 2026	To be confirmed
A6	Evacuation and alarm systems	Fire procedures in place. Visual alarm and hearing support systems are not currently installed.	Amber	Identify portable visual alarm and portable hearing support options that can be deployed promptly if required. Include in emergency planning.	September 2026	To be confirmed
A7	Wayfinding and signage	Signage exists and is generally clear. Pictorial signage is limited.	Green	Introduce pictorial signage in EYFS areas and review contrast and positioning across sites.	September 2026	To be confirmed

Appendix B: Personal Emergency Evacuation Plan (PEEP) summary

Where a pupil, staff member or regular visitor requires assistance to evacuate, a PEEP will be created and reviewed at least annually, and whenever circumstances change.

- Person requiring assistance and main location(s) during the day
- Nature of need and any relevant equipment
- Primary evacuation route and refuge point(s) where applicable
- Named staff responsible for support and a back-up plan
- Communication arrangements during evacuation
- Review date and record of practice or drill debrief