



Devonshire House Preparatory School

Accessibility Plan

Last review date	<i>October 2025</i>
Next review date	<i>October 2026</i>
Lead reviewer	<i>Charlotte Bird</i>

Serving North London Families

Devonshire House is a co-educational prep school, offering unparalleled preparation for senior school and life thereafter. Our unwavering emphasis on individual growth, within an inclusive community, balances traditional values and modern practice to inspire fearless life-long learning.

Our school values are:

- **Growth** – we reach high
- **Courage** – we learn fearlessly
- **Wonder** – we are inspired to find our spark
- **Belonging** – we care and come together

At Devonshire House, we are fully committed to promoting equality, diversity, and inclusion across all aspects of school life. We recognise our responsibility to ensure that all pupils, staff, and visitors - regardless of disability - are treated with dignity and respect and are provided with equal opportunities to thrive within our community.

We understand our duty to make reasonable adjustments to remove barriers to learning and participation, and to create an environment that is welcoming, accessible, and inclusive. This includes adapting our curriculum, physical spaces, and communication methods to meet the needs of individuals with disabilities.

Our Accessibility Plan is guided by the principles and legal obligations set out in the Equality Act 2010, which requires schools to take proactive steps to prevent discrimination and promote accessibility. We are committed to reviewing and updating our plan regularly to ensure it reflects best practice and meets the evolving needs of our school community.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.



Devonshire House Preparatory School

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

- Early Years Policies
- Equal Opportunities
- Special Educational Needs Policy

Legal Framework

Devonshire House School's Accessibility Plan is underpinned by the following key pieces of legislation and statutory guidance:

Equality Act 2010

This Act consolidates previous anti-discrimination laws and places a duty on schools to eliminate discrimination, advance equality of opportunity, and foster good relations. Under **Schedule 10**, all schools are required to prepare and implement an Accessibility Plan that addresses access to the curriculum, the physical environment, and information for disabled pupils.

SEND Code of Practice (2015)

This statutory guidance outlines the responsibilities of schools in supporting children and young people with special educational needs and disabilities. It emphasises the importance of inclusive education and the need for reasonable adjustments.

Definition of Disability

In accordance with the **Equality Act 2010**, Devonshire House School defines disability as:

A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

This definition encompasses a wide range of conditions, including sensory impairments, neurodiverse profiles, chronic illnesses, and mental health difficulties. The school recognises that disabilities may be visible or hidden and is committed to ensuring that all individuals are supported appropriately and equitably.

In the Equality Act 2010 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV, Multiple Sclerosis or Severe Visual Impairment are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.



Devonshire House Preparatory School

Disability and special educational needs

The Children and Families Act 2014 defines children with Special Educational Needs to include pupils with significant greater difficulty in learning than the majority of children of his or her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age. It is likely that many of the pupils who have SEN and an Education, Health and Care Plan (EHCP), or who are receiving SEN Support, will count as disabled. However, not all children who are defined as disabled will have SEN

For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the Equality Act 2010. Similarly, not all children with SEN will be defined as having a disability under the Equality Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Statutory Duty

Devonshire House School acknowledges its legal obligation to produce a written Accessibility Plan that is:

- *Plans will be reviewed and adjusted on an annual basis and when appropriate. They will be rewritten every three years.*
- *Made available to parents, staff, and inspectors.*
- *Designed to improve access for disabled pupils in three key areas:*
 - 1) *Information – providing accessible formats for communication.*
 - 2) *Curriculum – ensuring pupils with disabilities can participate fully.*
 - 3) *Physical Environment – making the school site more accessible.*

Aims of the Accessibility Plan

Devonshire House School's Accessibility Plan is designed to meet the statutory requirements set out in Schedule 10 of the Equality Act 2010. The plan aims to:

Strand 1: Improving the provision of information and the experience of disabled pupils and their parents when joining the school

Ensure that information provided by the school is accessible to disabled pupils and their families. This includes offering materials in alternative formats and ensuring effective communication strategies are in place.



Devonshire House Preparatory School

Strand 2: Increasing the extent to which disabled pupils can participate in the school curriculum

Ensure that all pupils, including those with disabilities, can fully participate in the curriculum by making reasonable adjustments to teaching methods, resources, and assessment practices

Strand 3: Improving the physical environment

Enhance the accessibility of the school's buildings and grounds to enable disabled pupils to benefit from all aspects of school life. This includes reviewing and adapting facilities to support mobility, sensory, and other physical needs.

Devonshire House School acknowledges that not all areas of the school site are currently wheelchair accessible. We are committed to identifying and addressing these limitations through reasonable adjustments and long-term planning. Where access is restricted, we will relocate activities or meetings to accessible areas and consult with individuals to ensure their needs are met.

Personal Emergency Evacuation Plans (PEEPs) will be created for individuals who require assistance during emergencies. Staff will be trained to support safe evacuation for those with mobility or sensory impairments.



Devonshire House Preparatory School

Strand 1: Improving the provision of information and the experience of disabled pupils and their parents when joining the school

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
SEND Transition Meetings	Offer optional 1:1 meetings for new SEND pupils and parents	CB, KL, LM, MC	Summer Term (new joiners); Autumn Term (mid-year)	Attendance records; parent feedback	Stronger relationships; better understanding of pupil needs
SEND Section on School Website	Update/create accessible SEND info page	CB, LM, CW	By end of Autumn Term	Website analytics; parent feedback	Improved visibility and clarity of SEND provision
Staff SEND Induction Brief	Add SEND awareness module to staff induction	CB	Next staff induction cycle	Staff feedback; inclusion in induction checklist	Staff better prepared to support SEN and/or disabled pupils
Pupil Voice Inclusion	Collect and share feedback from disabled pupils	SEN Team	Ongoing; review termly	Termly pupil voice surveys or interviews	Practice informed by pupil experience; pupils feel heard



Devonshire House Preparatory School

Strand 2: Increasing the extent to which disabled pupils can participate in the school curriculum

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Staff Training & Awareness	Deliver annual CPD on Quality First Teaching strategies	CB, CEA	Autumn Term annually	Staff feedback; CPD attendance records	Staff feel confident supporting disabled pupils; improved inclusive practice
Curriculum Adaptation	Audit schemes of work for accessibility; embed differentiation and multi-sensory approaches	HoDs, CB, KL and CEA	Spring Term	Lesson observations; planning scrutiny	Curriculum is accessible to a wider range of learners
Pupil Voice & Personalised Support	Involve pupils in target setting;	CB, KL	Ongoing (review termly)	IEP reviews; pupil feedback	Pupils feel heard and supported; increased engagement and independence
Inclusive Assessment	Ensure reasonable adjustments in assessments; train staff on inclusive practices	TE, CB, CEA	Before each assessment cycle	Assessment data; access arrangements logs	Fair access to assessment; accurate reflection of pupil ability
Monitoring & Evaluation	Track progress of disabled pupils; include accessibility in learning walks	SLT, KL	Termly	Data analysis; SEND review meetings	Evidence of improved participation and progress; plan refined annually

Strand 3: Improving the physical environment

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
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Devonshire House Preparatory School

Improve signage and wayfinding	Install clear, high-contrast signage with symbols; ensure routes are marked for accessibility	Site Manager, CB	Autumn Term	Site walk-throughs; feedback from pupils and staff	Pupils with visual or cognitive impairments navigate the site more easily
Classroom accessibility	Prioritise ground-floor rooms for pupils with mobility needs; ensure furniture layout allows movement	CB, KL, OL	Ongoing (review termly)	Timetable and rooming audits	Pupils with physical needs can access learning spaces safely
Accessible toilets and hygiene facilities	Ensure accessible toilets are clearly marked and well-maintained; add grab rails if needed	Site Manager	Autumn Term	Premises inspections	Pupils with physical needs have access to appropriate hygiene facilities
Quiet and sensory-friendly spaces	Designate low-stimulation areas for pupils with sensory needs; use existing rooms creatively	CB, KL	Spring Term	Pupil feedback; usage logs	Pupils with sensory needs have a safe space to regulate and refocus