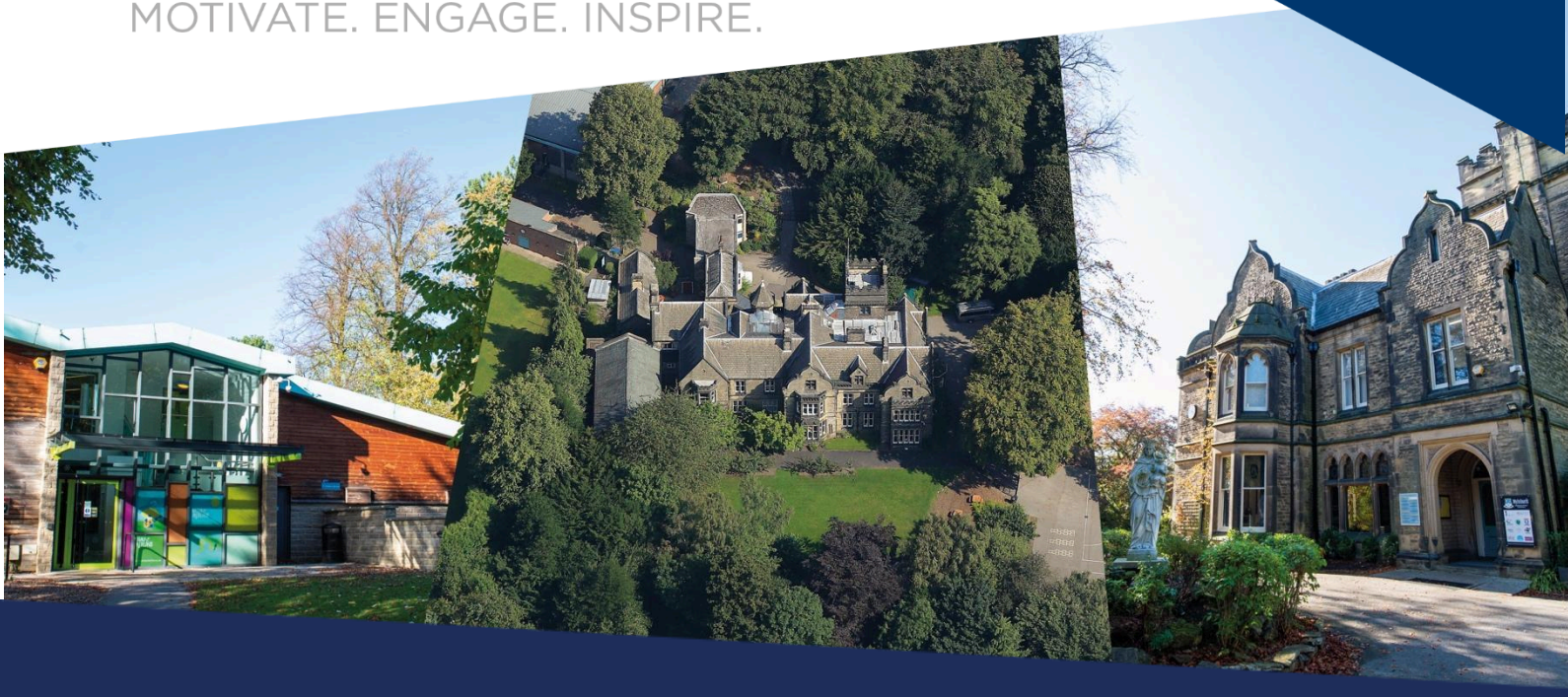
Mylnhurst
Preparatory School and Nursery

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Mylnhurst
Campus Group



Policy Document
Mylnhurst School & EYFS

Accessibility Plan

Publication Date: July 2026

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Contents:

1. Purpose and Applicability
2. List of Abbreviations and Meanings
3. Access to the Curriculum
4. Access to Information
5. Access to the School Environment
6. Additional Developments to the Physical School Environment

1. Purpose and Applicability

Mylnhurst Preparatory School and Nursery aims to treat all pupils, staff, prospective parents and other members of the school community equally, and wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage.

The Equality Act 2010 imposes duties on schools not to discriminate against, or treat less favourably, disabled pupils or prospective pupils in the provision of educational services. This policy sets out the school's commitment to ensuring accessibility to education for pupils with additional needs, both in terms of education itself but also the physical access of our school. This policy is valid for three years but will be reviewed annually.

Mylnhurst recognises its duties under the Equality Act 2010 and adopts a positive approach to making the school more accessible in terms of:

- Admissions
- The curriculum, both the taught and the wider curriculum
- Associated services, including after-school care and extra-curricular activities
- Behaviour and discipline policies
- Premises

The Head and the Board of Directors are responsible for coordinating the implementation of the Plan. Risk assessments and procedures are in place to include the assessment of the individual needs of disabled pupils, and a personal emergency evacuation plan is agreed with pupils and parents when deemed necessary and appropriate. This plan will be reviewed annually with a formal update scheduled no later than July 2029.

2. List of Abbreviations and Meanings

EYFS	Early Years Foundation Stage
EYC	Early Years Centre
PEEP	Personal Emergency Evacuation Plan
DSL	Designated Safeguarding Lead
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team

3. Access to the Curriculum

The school takes all reasonable steps to ensure that its curriculum is as accessible as possible to those pupils with additional needs. This may include teaching and learning, and a wider curriculum, such as participation in after-school clubs and visits. The SLT will regularly review its policy towards Inclusion and will update the school, where appropriate, on any changes to policy or related guidance. Curriculum access is addressed on a case-by-case basis. The school encourages the parents of those for whom special curricular access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupil's needs may be best met, both during the application process and also after admission. It is also the case that the school is aware of occasional access needs or restrictions on movement. This is provided for by an assessment of need by the DSL (via a PEEP). Lesson and facilities access are then adjusted accordingly. This discussion leads to an evaluation based around the following targets:

Target	Action	Outcome	Timeframe	Staff Responsible	Reviewed By
Increasing access to enable all pupils to access the school curriculum	Regular assessment of the needs of the current school population.	Students with SEND identified and supported effectively. Staff awareness of the needs of pupils who are currently in school through SEND Register.	Ongoing	SENCo, SLT	SLT
	Headteacher identifies any additional needs of pupils registered for admission.	Identify in advance those with specific/additional needs being admitted to the school.	Ongoing	Headteacher, SLT, SENCo	Headteacher
	Liaison with current school and/or parents regarding any reasonable adjustments a pupil may require before entry to school.	Pupils' needs can be assessed before coming to the school with regards to accessing the curriculum and meetings can be held with parents.	Ongoing and prior to admission	Headteacher, SLT, SENCo	Headteacher
	Annual review of the SEND Policy.	Ensures that school policy meets legislation and can then be	Annually, end of summer term	SLT, SENCo	Headteacher

		implemented correctly.			
	Teaching Assistants deployed in the classroom to support individuals or small groups of students as appropriate.	Students with additional needs supported effectively during lessons.	Ongoing as required	Assistant Head, SENCo	Headteacher
	Bespoke/personalised curriculum pathways matched to pupil need.	Ensures pupils with particular needs are able to access the curriculum.	Ongoing as required	Assistant Head/SENCo	Headteacher
Training for teachers on differentiating the curriculum	Guidance for staff on strategies for helping pupils with SEND and familiarisation with QCA guidelines on Planning, Teaching and Assessing the curriculum for pupils with learning difficulties. Guidance notes available on shared drive and regular updates given in staff meetings.	Staff able to meet the requirements of SEND pupils with regards to accessing the curriculum.	Ongoing	SENCo, Assistant Head	Headteacher
	Induction programme for new staff to cover SEND awareness and strategies for meeting the needs of SEND pupils.	Staff able to meet the requirements of SEND pupils with regards to accessing the curriculum.	Autumn Term and ongoing	Assistant Head, SENCo	Headteacher
All out of school activities, including school trips, are planned and risk assessed to ensure participation of the pupil.	Continual review to ensure that all activities are compliant with legislation and accessible to all pupils.	All out-of-school activities conducted in an environment of inclusivity with providers who comply with all relevant legislation.	Extra-curricular activities, trips and clubs subject to annual review.	DSL	Headteacher
All learning spaces are optimally organised to	As required, implement a preferred layout of furniture/ equipment to	Lessons start on time without the need to make	Ongoing	SLT, SENCo	Assistant Head

promote participation and independence of the pupil. Where required timetable of lessons to be adapted to ensure accessible to the pupil.	support the learning process in individual classes for any pupils with additional needs. Assisted technology, such as specialist software, laptops, screens to be available if required.	adjustments to accommodate the needs of individual pupils ensuring curriculum is deliverable to all pupils attending.			
Training for staff raising awareness of disability	Provide training for all relevant staff to ensure they understand specific disabilities, needs and the equality act.	Whole school aware of issues relating to access.	Annually and as required	SLT and SENCo	Headteacher

4. Access to Information

It is our aim to ensure that the transition of pupils with a disability to different sites is respected and planned for. Review meetings, parents' evenings and meetings with external agencies (as required) will be held to improve the flow and delivery of information to pupils with a disability, their parents and those involved in supporting them. This may involve planning on how to make written information accessible to disabled pupils within a reasonable timeframe, including handouts, timetables, textbooks and information about events.

Target	Action	Outcome	Timeframe	Staff Responsible	Reviewed By
Availability of written materials in alternative formats	The school will make itself aware of the services available through the local authority/ other organisations for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing on a pupil by pupil basis	SENCo, SLT	Headteacher
Make other school publications (e.g. Prospectus) available in alternative formats	Review all school publications and promote the availability in different formats.	School information to be accessible to all.	As required	Communications and admissions manager	Headteacher
Improve access to information provided for those with	Liaise with pupil to determine specific requirements and liaise	School information to be accessible to all.	Ongoing on a pupil by pupil basis	SENCO, Assistant Head.	Headteacher

hearing impairments and visual support.	with other professionals for guidance on specific technologies and/or formats. Provide a portable hearing loop if required. Clear guidance to be given on the colour required for School information accessible to all worksheets and examinations by those pupils with visual stress.				

5. Access to the Physical School Environment

Mylnhurst firmly believes that the main emphasis of its accessibility planning should be on access to the curriculum and education. We recognise that alterations to the premises are likely in order to enable disabled pupils to take advantage of education, facilities and the services the school covers. The school encourages the parents of those for whom special access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupils' needs may be best met both during the application process and also after admission. Any potential alterations will be judged against the test of reasonableness, as set out in the Equality Act 2010.

Target	Action	Outcome	Timeframe	Staff Responsible	Reviewed By
Improve/maintain access to the site.	Designate parking provision in the main school car park as accessible parking.	Accessible parking available and clearly marked.	Ongoing	Site Manager	Headteacher
	Maintain the integrity of stairs, including contrasting nosings, and paths/footways across the site.	Safety for all and ease of access for those with additional needs.	Ongoing	Site Manager	Headteacher
	Maintain wheelchairs/escape chairs to enable those with limitations to access the site.	Wider range of locations available to those with additional needs.	Ongoing	Site Manager	Headteacher
Improve signage across the school and ensure adequate wayfinding	Ongoing review of signage.	Improved signage	September 2026	Communications and admissions Manager	Headteacher

Individual risk assessments and PEEPs are provided for pupils with disabilities	Ensure compliance with legislation and access for pupils with disabilities.	Improved accessibility to the school and awareness of staff and pupils with specific needs.	Ongoing	Class teacher, SENCo, DSL	Headteacher
Review of access audit, including when any refurbishments are taking place.	Ensure compliance with legislation and to ensure access available to pupils with disabilities. All refurbishment projects to consider options to increase accessibility where possible. Items to be considered include increased provision of disabled toilets on all major refurbs/builds.	Improved accessibility to the school.	Ongoing	Site Manager, SLT	Headteacher