



Vita et Pax
PREPARATORY SCHOOL

Vita et Pax Preparatory School
Established 1936

Accessibility Plan

Policy Originator	Head Teacher
Approved by	Governing Body
Governor Responsible	Mr P. Acharya (Chair)
Date Approved	1 March 2026
Status	Statutory
Review Period	Annually (next: March 2027)
Plan Period	2026–2029 (3-year plan)

This plan is reviewed annually and ratified by the Governing Body. Families are encouraged to be familiar with this document via the school website. Copies are available from the school office.

1. Ethos and Aims

Vita et Pax Preparatory 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.

2. Legislation and Guidance

This plan fulfils the school's duties under the following:

- Equality Act 2010, Schedule 10, Paragraph 3 — requirement for schools to have an accessibility plan
- Education (Independent School Standards) Regulations 2014, Part 1 (Quality of Education) and Part 5 (Premises)
- DfE guidance: The Equality Act 2010 and Schools (2014)
- Special Educational Needs and Disability (SEND) Code of Practice 0–25 (2015)
- Children and Families Act 2014

3. Definition of Disability

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:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- 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
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

4. How the Plan Is Constructed

The school has a disability policy review committee which consists of the Head Teacher and the Chair of Governors, and may co-opt additional members whose expertise would be of assistance. The committee's terms of reference are:

1. To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. To make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. To prepare the school's SEND and disability policy
4. To prepare and review the school's accessibility plan
5. To review such plans and policies as necessary and at least on an annual basis

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

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

The school has also conducted an audit of our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils were obtained. We have used the results to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEND and priorities for our pupils' parents.

The school has consulted 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 fed into the plan before the arrival of new pupils.

5. Accessibility of the Physical Environment

5.1 Current Provision

- Dropped kerb at main pupil entrance allows for wheelchair/mobility access
- Ground floor disabled toilet
- Provision of medical room for unwell children
- Door access points account for width regulations regarding disabled access
- Use of staff-only staircase to avoid congestion and for children with mobility issues, providing safer access between floors

5.2 Plan Focus 2026–2029

Physical Accessibility

- Layout and location of classrooms to be addressed on a needs basis as class sizes change
- Review ramp access to front of building — to be implemented when required
- Annual review of signage for accessibility and visibility

Visual Accessibility

- Manage lighting within classrooms to ensure appropriate brightness
- Large computer screens available for pupils who require them
- Colour overlays and sloping boards provided as needed
- Accessible displays in all areas

Auditory Accessibility

- Manage layout of classrooms to ensure pupils with hearing needs are positioned at the front
- Teachers to manage noise levels in classrooms
- Pupils to be provided with visual representations as well as repeats of spoken information

Ongoing Provision

- SENCO will regularly meet with parents and external professionals to review how children's needs can be further met
- Staff training on accessibility awareness delivered annually

6. Curriculum Accessibility

Examples of current school provision to support curriculum access:

- Differentiation: work is differentiated according to ability and need
- Within class, the class teacher plans activities to meet individual targets

- Work is also differentiated by outcome
- Visual timetables provided where appropriate
- Stability cushions and other sensory aids available
- Inclusive sports opportunities
- Clear policy on tracking progress and adjustments
- For residential activities, the Group Leader advises the centre of additional needs and ensures all requirements will be met

7. Information Accessibility

The school will take steps to ensure that information normally provided in writing (such as handouts, timetables, newsletters, reports) is made available in alternative formats when required. This may include:

- Large print versions of documents
- Information provided verbally or via audio
- Use of symbols, pictures or other visual aids
- Digital formats accessible via screen readers
- Translation where English is not the family's first language

8. Review and Monitoring

The school's disability committee meets biannually to frame recommendations for inclusion in the plan. These recommendations include input from the Senior Leadership Team and the document is then placed on the agenda for the meetings of the Governing Body at the December and June meetings.

There is a formal review of the implementation of the plan at the June meeting of the full Governing Body. Senior Leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes 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.

9. Complaints

The school's Complaints Procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

10. Associated Policies

This plan should be read in conjunction with:

- Admissions Policy
- SEND Policy
- Equal Opportunities Policy

- Health & Safety Policy
- Complaints Policy

The Governing Body is committed to equal opportunities and will ensure that pupils and staff are treated equitably in respect of any disability.

Approved by: Governing Body of Vita et Pax Preparatory School

Date: 1 March 2026