

Accessibility Plan

PROSPECT HOUSE SCHOOL

September 2026 – September 2027

Prospect House School is committed to providing a nurturing and welcoming environment that is inclusive, and that supports all members of the school community, taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Schedule 10 of the Equality Act (2010) requires the school to have an accessibility plan that covers a three year period; this is currently September 2024 to September 2027. The plan includes both the Lower School and Upper School buildings, and sports facilities used regularly by the school. The Governing Body has overall responsibility for the Accessibility Plan plan which will be kept under regular review during this period by the Head of Learning Support in liaison with the Head, and will be revised if appropriate. The Governing Body will also have regard to the need to allocate adequate resources for implementing this accessibility plan.

The plan addresses three key areas:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purposes 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.
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. The school is required to make 'reasonable adjustments' for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students.

The school currently has pupils with a variety of disabilities. These include, but are not limited to: autism, dyslexia, dyspraxia, ADHD/ADC, speech and language difficulties, hearing and visual impairments. There are also a number of pupils with medical conditions such as severe allergies and asthma and one pupil with a current EHCP plan. All pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities and residential trips. The Head of Learning Support provides relevant information on pupils, and liaises closely with school staff on the identification and support of those pupils with learning and other additional needs.

Due to the nature of the school buildings, (converted residential buildings on three and four stories) the school is limited in the extent to which it can alter physical access, although this is always considered.

The school's Admission Policy is available on the school's website. The key objectives of the school's admissions policy are to admit children regardless of sex, race, ethnicity, religion, language, or disability and to give priority to siblings of children who are pupils of the school.

The school is non-selective for entry into the Nursery and Reception year groups. However, the parents of a child entering the school in any year group are expected to notify the school of any physical or educational difficulty or other medical condition which may affect the child's progress at school so that these may be discussed with the head and, where necessary, appropriate and reasonable adjustments put into place. In assessing any pupil or prospective pupil the school may take advice and require assessments to be completed as it deems appropriate.

ACCESSIBILITY PLAN

SEPTEMBER 2026 - SEPTEMBER 2027

AIM	To increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum		
ACTIONS	TIMESCALE	SLT/LEAD	SUCCESS CRITERIA
Use of standardised data from termly assessments in reading, spelling, writing and maths to monitor progress and identify children	Ongoing	K.Gray/L. Lees/K.Nicols	Pupils will be maintaining or improving upon their progress
To employ data gathered from Quest Cognitive Potential Scores scores to inform learning support and target needs.	Ongoing	K.Gray/L. Lees/K.Nicols	Identify all pupils that might show discrepancy between performance and Quest Cognitive Potential scores
Beginning of Yr 1 - reading, maths, writing assessment carousel to identify children with gaps in phonic or maths knowledge. Small group maths, English and handwriting support given	Ongoing	S.Belshaw	Children identified and supported by teachers and L. Davidson - Lower School Learning support with progress tracked
Rec: baseline assessment at the start of the academic year, and then phonics assessment at the end of every term . Children put into differentiated phonics groups in Y1 and Y2 and give daily phonics lessons.	Sept 26	S Belshaw	Learning needs identified early and given targeted intervention
In Y2, this continues for those that have not met phonics goals	Sept 26	S.Belshaw/K.Nicols	Children able to progress at appropriate level - any gaps in knowledge are improved

Reviewed: 01/09/2026
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Children in Y2 assessed for phonics - put into 2 groups to meet individual learning needs - daily phonics lessons Teachers have a system to communicate any concerns to SENDCo. Assessments and observations carried out by school SENDCo to further pinpoint children who need 1:1 intervention	Ongoing	K.Nicols	Learning needs identified early and given targeted intervention/referral to other SEN professional if appropriate
The SENDCo is a Specialist Educational Assessor so can help with initial screening to support parents in identifying potential SPLD difficulties such as dyslexia	Ongoing	K.Nicols	Parents are happy they have this facility so they don't have to source an external assessor for this initial screening process
Class teacher and SEN teachers to work with Speech and Language Therapists and Occupational Therapists to address specific targets for children , where reasonable and appropriate	Ongoing	K.Nicols	Progress tracked/targeted support shows improvement
Phonics and maths support groups in Y1 and Y2 Reading support group for identified Y3 children, led by SENDCO	Ongoing	Lizzie Davidson	Progress tracked/targeted support shows improvement with pace/comprehension
Reading support group for identified Y4 children, led by SENDCO	Ongoing	K.Nicols	Progress tracked via success with IEP targets/improvement accessing curriculum/in assessments
Handwriting support group for identified Y3 children led by SENDCo	Ongoing	K.Nicols	Targeted support shows improvement
Identified children to have access to 1:1 learning support from specialist SPLD teachers - with Level 5 and above qualification - contracted by the school	Ongoing	K.Nicols	High quality professionals available to early identify SpLDs

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Support groups for differentiated spelling in all year groups from Y3 - Y5 led by SENDCo	Ongoing	K.Nicols	Increased focus in class improving access to learning
Continue to recommend external specialists such as SLT, OT and EPs when appropriate	Ongoing	Class teachers/K.Nicols	Increased focus in class improving access to learning
Equipment available to support core balance and attention difficulties e.g. Move 'n' sit cushions, privacy screen in class and in examinations, chair bands	Ongoing	K.Nicols/S.Belshaw	Children with handwriting difficulties more able to reflect potential in writing exercises/faster pace of working
Resource Box of Focus Friends in classes from Rec to Y6 to support sensory needs. Children able to choose from a selection of resources	Ongoing	K.Nicols/S.Belshaw	Enables pupil to show potential and gain success/more readily access the curriculum
Equipment available to support writing e.g. pen grips, and support and advice to parents given if laptop use is needed	Ongoing	K.Nicols/L.Lees	Greater ability to stay on task
Children who experience handwriting difficulties or other SpLDs given access to typing from Y4 (earlier if deemed necessary)	Ongoing	S.Belshaw/K.Nicols/L.Lees	Concession monitored in class/ termly assessments with child able to produce more written work in time
TA support for children who find it hard to work with independence and keep on task	Ongoing	S.Belshaw	Improved ability to sustain focus thereby raising attainment
Movement breaks in place for whole class which supports all children not just those with attentional or sensory needs	Ongoing	K.Nicols	Improved ability to sustain focus thereby raising attainment

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Standing table in place to support child with ADHD who finds it very hard to remain seated	Ongoing	L.Lees/K.Nicols	Child able to access the task
Examination allowance - assessments may be taken on a laptop if typing is the child's usual way of working.	Ongoing	L.Lees/K.Nicols	
Outside area provided for child with anxiety in assessments enable her to complete the task	Ongoing	K.Nicols	Good linkage with class planning to adapt to child's learning needs
From Y4, children who find it difficult to establish handwriting can be supported to move to a laptop for extended pieces of writing,	Ongoing	K.Nicols	Child has made significant progress due to this cohesive approach
Rest breaks - in class and examination allowance for identified children, especially with ASC/ADHD	Ongoing	K.Nicols	
Invite child into nursery setting before term starts so can meet teacher + I:I or visit in home/ current nursery setting	Ongoing	S. Belshaw/Teachers	
Liaison with I:I LSA/O.T and SALT for child in Key Stage 2 pupil with significant hearing, speech and language/motor needs plus support with EHCP goals - adapting planning and work on specific targets set by SEN professionals	Ongoing	K.Nicols	I:I or small groups ensuring children gain success/more readily access the curriculum
Targeted timetabled intervention sessions throughout the week in English and maths to support children	Ongoing	S.Belshaw/L.Lees	
Ongoing training for staff to identify and support pupils with SEND in the classroom and how to differentiate	Ongoing	K Nicols	Practical strategies given to help staff support child in the classroom

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effectively			
SEND Wednesday Webinar links shared with staff plus access to CPD training, either from Dukes Hub or elsewhere	Ongoing		
To continue improving ways in which information about SEND is shared amongst the teaching staff to enable more effective support for SEND children.	Ongoing	SEN Shared Drive created so all relevant information can be easily accessed by all staff	Information more readily available to all staff
Pupil progress meetings arranged termly with Deputy Head/Head of Learning support/specialist teachers to identify any pupils who may be failing to make progress	Ongoing	L.Lees/K Nicols	Quick identification and support for children
Meeting pre start of academic year with class/specialist teachers to outline the SPLD needs of children in their class	Ongoing	K Nicols/class/specialist teachers	Child's needs met appropriately in the classroom
Head of Learning support to summarise all external E.P. and SEN reports with recommendations - access given to all relevant staff	Ongoing	K Nicols	Staff have easy to read summary identifying learning needs and how to best support individual children
Morning staff briefing - highlights any vulnerable children so all staff can support	Ongoing	L Lees/S Belshaw	Children well supported
Counselling room established and training given for teacher to become Counselling Lead/play therapist	Ongoing	K Gray/ L Lees/C Turpin	Emotional needs supported/improvement in child's mental health
Training therapy dog in school to support children	Ongoing	C Turpin	Emotional needs supported/improvement in child's mental health

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Chatterbox system established so children with emotional difficulties can communicate quickly/staff address same day	Ongoing	D O'Sullivan/C Lane	Emotional needs supported/improvement in child's mental health
OT and Speech and Language service contracted by school offer free screening for children raised as a concern so needs are quickly identified and supported. 1:1 support in school offered - if appropriate	Ongoing	K Nicols	Children have in school support with targets communicated and supported by class teachers
Emotional survey app established in Y5&Y6 to monitor wellbeing with quick follow up on any concerns	Ongoing	D O'Sullivan	Ability to quickly support child who may be struggling
Weekly group interventions, 'Talking Tigers' to support social skills	Ongoing	G.Stewart	Ability to give strategies to improve social communication and friendships
Regular assemblies and lessons teach pupils about equality, diversity and their UNICEF rights, with pupils able to identify protected characteristics and explain why everyone deserves fair treatment.	Ongoing	D O'Sullivan	Children can name protected characteristics and behaviour shows respectful attitude to others
Child with complex hearing and communication needs supported. Accommodate outside professionals from Wandsworth Sensory Needs for Deaf to come into the nursery to work on a weekly basis/give targets to staff. TA works 1:1 with child to help access curriculum	Ongoing	S. Belshaw/K.Nicols	Child settled happily and making progress
Three children with hearing loss supported by therapist from Wandsworth Hearing services - visits twice termly	Ongoing	K.Nicols	Able to give advice to all teachers working with each child. Ensuring children continue to be able to access learning effectively/any deterioration in hearing quickly identified

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Provision of hearing loops with teachers for those hard of hearing to be able to more adequately follow the class curriculum	Ongoing	K.Nicols	Child able to access the curriculum and work at expectation
Head of Learning support to work with English Lead to identify and support children with SpLDs/difficulties with spelling and to work with identified year groups in Key Stage 2	Ongoing	K.Nicols/E Leach	Child now able to show potential and access learning so much happier.Close gaps in learning and shore up basic foundations
Children with sensory needs/organisational difficulties/motor delays are supported with uniform in a variety of ways: i.e. wearing PE clothes rather than changing, or coming into school in PE kit	Ongoing	S Vedat/J Copsey	
PE department giving 1:1 and small group support for identified children with gross motor difficulties using FMS programme/programme given to parents to support at home	Ongoing	S Vedat/J Copsey	Support and achieve targets set-improvement in gross motor coordination

AIM	Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.		
ACTION	TIMESCALE	SLT/LEAD	SUCCESS CRITERIA
Physical audits of the School will continue to be carried out with any disabled staff and pupils in mind, to improve access	Ongoing	K.Gray/S.Belshaw/K.Nicols	Continued improvement of any appropriate facility to enable better access
Wellbeing Room established for scheduled meetings and drop in sessions following Chatterbox worries	Ongoing	K Gray/L Lees	Children enjoying the space and privacy to talk through problems
Daily mental health support available for children who have communicated a mental health issues/worry either via Chatterbox, YouHQ or online survey app	As needed	C Turpin/D O'Sullivan/Class teachers	Children feel supported and know how to ask for help if needed
Delivery of mindfulness and transition programme for Year 6 to help to alleviate stress of 11+ transition and transition to secondary school. Mindfulness practices before examinations delivered by Wellbeing lead	Autumn term + summer term	C Turpin//K Nicols/Y6 teachers/outside speakers	This has helped our Y6 children to better manage stress this year in run up to 11+
Provide alternative learning spaces on the ground floor should a child experience a temporary loss of mobility, i.e. broken limb preventing access to stairs	As required	K Gray/L Lees	
Library created in order to provide children with a place to read/borrow books but also a quiet place at break times for those wanting a quiet place to be	Ongoing	E Getty	Children enjoying the space when needed
Sensory boxes created for quiet play time for those wanting a less active breaktime	Ongoing	K.Nicols	Children access these at break and use them when needed

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AIM	Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled.		
ACTIONS	TIMESCALE	SLT/LEAD	SUCCESS CRITERIA
All children in Years 6 have 1:1 iPads, there are also iPads available for children in all other years (10 per class)	Ongoing	K Gray/L Lees/X Hawley	Easy access to supportive apps
Training for children and teachers in accessibility tools on the iPads	Ongoing	X Hawley	Proficient at accessing appropriate tools
Provision of written materials in different formats such as coloured paper, texts on iPads which can be read aloud Advice to parents re remote keyboards for IPAD	Ongoing	K Nicols - as appropriate	Less expense than having to buy laptop for children needing handwriting support/improvement with reading and accessing information
Access arrangements put in place to facilitate movement/rest breaks/prompter/privacy board/extra time as appropriate to the child's learning needs	Termly assessments	K Nicols/all teachers	Children have full access to learning
Review provision for any new children, staff or parents who may be visually or hearing impaired	Ongoing	K Gray/K Nicols/ S Belshaw	Any learning need well resourced and supported
Nursery teachers to visit children in their home setting or current nursery to get a full picture of whether we can meet needs/any adjustments that may need to be made for them. The Admission form gives space for parents to communicate any learning needs a child may have. Head and/or Head of Learning support contacts parents for any available reports to see if can meet needs/any adjustments/provision would need to provide. Admissions Officer gives support and advice to parents applying to the school and involves school SENDCo to advise re needs	Yearly and ongoing Ongoing	S Belshaw/K.Nicols S Belshaw/Reception Teachers	Any appropriate resources can be put in place prior to admission so the child is happy and well supported at the start of school year. Ensure we can meet the needs of the child

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Children with identified SpLD needs who wish to enter the school outside of Nursery admission send reports to Head of Inclusion who assesses if we can meet child's needs/what provision would need to be made for them	Ongoing	K Gray/S Belshaw/K Nicols/C Richardson	Ensure we can meet the needs of the child
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