



The Children's House

Accessibility and Disability Plan

This policy should be reviewed every 3 years and as required by legislation.		
Action	Reviewer	Date
Review	EG	Jan 2023
Approved by Chair of COM	DB	Jan 2023
Date for next internal review		June 2025

Reviewed policy published on:	
On website	Y

Links with other policies

This accessibility plan is linked to the following policies and documents, each of which will be reviewed on a regular basis to ensure they comply with legislation relating to Accessibility.

- Risk Assessment policy
- Health and Safety policy
- Emergency Response Plan
- Equality Policy and School in Context
- SEN Policy and information report
- Medicine Policy
- Outings Policy
- Anti Bullying Policy
- Safeguarding & Child Protection Policy
- Complaints Procedure



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ACCESSIBILITY AND DISABILITY PLAN

Introduction

The Children's House School is committed to inclusion and providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Furthermore, we are committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In the past, The Children's House School has successfully supported members of the school community with a variety of disabilities, conditions and Special Educational Needs (including, but not limited to, cerebral palsy, vision impairment, Down's Syndrome, ADHD, autism, Post-Stroke recovery, etc.). We partner with parents, specialist providers and teaching staff and strive to find tailored access and support solutions, wherever possible. We endeavour to draw on advice from professional colleagues and use specialist equipment and resources, when needed, in line with advice and guidance.

As we develop our school expansion plans, accessibility and disability requirements are being considered and included in financial plans. For example, at the Nursery School, we plan to include an accessible toilet for staff and visitors and will include for children accessible toilets on both floors.

This Accessibility Plan has been drawn up following consultation with the management and staff of the school and covers the period from Jan 2023 to Jan 2026. The plan will be kept under review during this period and revised if necessary. It will be made available on the school website, and paper copies will be available on request. It will also be made available in Large Print if required.

The school supports any available partnerships to develop and implement the plan.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department of Education (DFE) guidance for schools on the Equality Act 2010.

Aim

Schools are required under the Equality Act 2010 to have an accessibility plan and to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Upon registration to The School, this is made clear to parents with the following statement on our Registration Form:



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Does your child have any access needs we should know about? We will always consider making reasonable adjustments to accommodate pupils with disabilities.

The school also aims to accommodate, as far as possible, the needs of applicants, pupils, staff, parents and visitors who have disabilities. This also includes any disability that may arise due to change of circumstances for a pupil or member of staff.

To determine what a reasonable adjustment is, the school will have regard to:

- Financial resources and/or funding from the school's building repairs budget
- The financial burden of building alterations, increased staffing or specialist equipment
- Practicalities of making reasonable adjustments including Health & Safety
- Listed building/landlord consents where applicable
- The interests of other pupils

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 purpose of this plan is to

- Remove barriers to allow pupils to achieve their potential
- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Provide access and opportunities for all pupils or staff without discrimination of any kind.

The plan will therefore take into account:

- the physical environment
- the programme of learning and development offered
- provision of information
- Ambitions / aspirations/outcomes

The School's Layout

The Children's House School occupies two sites. The Nursery building on Elmore Street (to include Reception from Sept 2024), which is owned by the School, and the King Henry's Walk site, which is leased.

The Nursery consists of two large open-plan rooms; one downstairs for the youngest children and one upstairs for pre-reception children. Both floors are accessed by a small flight of



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stairs. The toilets downstairs are level with the classroom, however upstairs, the toilets are accessed by two stairs. In the event a child with additional access needs registers at the Nursery School, we will endeavor to meet their needs by investigating and installing suitable access solutions.

The King Henry's Walk site consists of two buildings on either side of our school playground. Upon entering through the gate, St Jude & St Paul's church is on the left in which we lease the lower hall and two upstairs classrooms. To the right of the playground, is a listed Victorian School building which houses three large classrooms, a staffroom and school office. All remain on ground level and in some instances, we have small ramps, made from wetpour, leading to the classrooms and toilets. Toilet facilities at King Henry's Walk include a disabled adult toilet and an adapted child toilet. The facilities on the ground floor are wheelchair accessible.

In August 2022, we expanded our facilities into the church hall and built new classrooms within the church on the first floor. The classrooms are accessed by steep staircases and due to the building being listed, we are unable to install lifts of any kind; other renovations are limited to approval by the local authority and/or the church. In the event a child with additional access needs joins the school, we will endeavour to move year groups around the site to ensure that the child can access the curriculum on the ground floor of the school and hall.



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Action Plan 2022-2025

Improving Access to Education

Time Frame	Objective	Current Good Practice	Action	Success Criteria
Ongoing and When required for children with specific needs	Increase access to the curriculum for pupils with a disability	Differentiated activities in all lessons to suit individual needs Curriculum resources include examples of people with disabilities Progress is tracked for all pupils, including those with a disability Personalised Targets appropriate for pupils with additional needs Individual care plan for pupil with impaired vision - (nursery) Training provided e.g. Makaton (2019) Support from external specialists: OT, Speech and Lang Therapists Books and resources representing pupils with disabilities	Individual care plans for pupils maintained and reviewed by SENCo VI: Internal signage modified and large print resources Pictorial or symbolic representation Adjustments to school trips – both venues and transport Broaden selection of school clubs to ensure inclusivity Continue to prioritise books and resources	Staff confident managing disabilities Pupils demonstrate good progress



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			featuring disabilities (see SDP)	
Ongoing	Support for pupils with ASD/ ADHD	<p>Regular movement breaks</p> <p>Whole class mindfulness practice: Jigsaw PSHE Scheme</p> <p>1:1 or small group mindfulness interventions</p> <p>Fidgets and putty</p> <p>Sensory cushions</p>	<p>Staff Training: SLT /SENCo</p> <p>Liaison with medical specialists where required: SENCo & CT</p> <p>Investigate sound proofing of the hall</p>	Teachers and pupils report improved focus
Ongoing	Support for Selective Mute/ Language delay	<p>1:1 session</p> <p>Quiet provision during playtime</p> <p>Work in collaboration with speech therapist and SENCo</p> <p>TAs trained to provide specialist intervention</p>	SENCo and teaching staff to include paired and small group activities to support	Staff report progression
Ongoing	Support for pupils with fine motor and coordinati skills such as Dyspraxia	<p>Weekly OT visit and guidance for teachers and parents</p> <p>Handwriting intervention group</p> <p>Pencil grips</p>	Chromebooks & extra training provided where necessary: Head of IT & CT	<p>Improved motor skills</p> <p>Improved access to the curriculum</p>
Ongoing	Support for pupils with dyslexia		<p>Printing on coloured paper</p> <p>Reading rulers</p>	Improved outcomes and confidence for dyslexic pupils



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Improving Physical Access

Time Frame	Objective	Current Good Practice	Action	Success Criteria
As required	Provision for individuals with disabilities to ensure that they can access the school.	King Henry's Walk: Ramps improve access to hall through rear courtyard Portable ramp for access to the playground entrance to the church Disabled toilet in the church	Access plans including PEEPs prepared and reviewed regularly with risk assessments Building modifications Shelving and resourcing lowered: US: Disabled facility to be created in pupil toilets with handrail and sink (by summer 2023) Switching classrooms to support reduced mobility Elmore St: Accessibility arrangements to be considered as part of planned renovation in 2023/24 Renovations to include an accessible toilet on both floors	Improved access to school building for those with disabilities
As required	Improve safety for visually impaired	Improved flood lighting in the playground Support such as hand holding and	Bright markings on stairs and other edges. Hazard tape on playground equipment	Improved safety for visually impaired members of the



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		verbal guidance for physical activities for VI pupil.	Daily exterior and interior lighting checks	school community Improved participation in activities for VI
Ongoing	Provision for employees to enable them carry out their work effectively.	Roles and timetables adjusted to account for individual needs such as reducing time standing up, providing more ergonomic seating.	Further modification of roles and furnishings	

Improving Access to Information

Time Frame	Objective	Current Good Practice	Actions	Success Criteria
Spring 23 – Spring 24	Improve access to information and learning for visually impaired		<p>Large print resources including signage</p> <p>Technology such as dictation software</p> <p>Pictorial or symbolic images in worksheets</p> <p>Stationary to enable larger writing</p> <p>Audio books and headphones</p> <p>Planned review of</p>	<p>Full access to curriculum for VI pupils</p> <p>VI adults are confident coming into the building</p>



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			accessibility of website	
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Staff Training

The Children's House is committed to ensuring staff are trained in equality issues, with reference to the Equality Act 2010 and the Special Educational Needs and Disabilities Regulations 2014. This will either be delivered by the SENCo or by an external specialist.

Governance

Governing bodies are, as a matter of law, responsible for ensuring their institutions comply with the Equality Act 2010. The governing body of The Children's House School is referred to as Council of Management or CoM.

The Council of Management will oversee that The Children's House School meets these legal requirements, seeking assurances from the Senior Leadership Team that the legal requirements are being met with regard towards employees with disabilities. The CoM is also responsible for monitoring recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

The governing body understands its responsibility to review, evaluate, monitor and amend this plan and its implementation, as required.

Governors will conduct regular audits, at least annually, taking into consideration the three areas of accessibility: the physical environment, access to education and access to information. The audit will take into consideration a variety of needs such as auditory needs, visual impairments including hidden disabilities for neuro diverse children.

Termly reviews of the School Development Plan will include matters relating to Accessibility and Disability and will be built into the Headteacher's Report during the regular CoM meetings with the Headteacher. In addition, ad-hoc meetings can be called at other times to address any new and urgent accessibility issues raised by new, prospective or existing staff, new or existing pupils or any other member of the school community.

Once measures have been approved as reasonable and feasible, governors will allocate sufficient budgetary resources to implement this plan and explore additional sources of funding, where such may be available.

Complaints

The School's complaints procedure applies to any concerns relating to accessibility and disability raised by current members of the school community.

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.



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This plan was reviewed by the Council of Management in January 2023.

Signed: DAWN BRINDLE Chair of Council of Management