



# 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/AS/LP	Sept 2025
Approved by Chair of COM	BDB	Sept 2025
Date for next internal review		Sept 2028

<b>Reviewed policy published on:</b>	
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
- Admissions Policy



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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, Dyspraxia, Dyslexia, 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.

This Accessibility Plan has been drawn up following consultation with the management and staff of the school and covers the period from June 2025 to June 2028. 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:

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



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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.
- Promote an inclusive and accessible environment where all students are equipped with the tools, resources, and support they need to engage with the curriculum, express themselves confidently, and participate fully in all aspects of school life—regardless of any physical, cognitive, sensory, or emotional barriers they may face.

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 Early Years School building on Elmore Street (housing Nursery, Pre-Reception and Reception pupils), which is owned by the School, and the Prep School on King Henry's Walk site, (housing Years 1-6), which is leased.

The Early Years School is divided into two spacious, open-plan rooms: the ground floor for the Reception children and one on the upper floor for Nursery and Pre-Reception children,



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which also includes a glass-walled classroom. Access between floors is via a short flight of stairs. Toilets on the ground floor are level with the classroom, while those upstairs are reached by an additional two steps. Depending on the cohort and class, younger children may spend up to two and a half hours in the upper floor classroom. If a child with additional access needs joins the Early Years School, we will make every effort to accommodate them by exploring and implementing appropriate 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 hall and two upstairs classrooms. These 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.

To the right of the playground, is a listed Victorian School building which houses five classrooms, a staffroom and school office. All remain on ground level and in some instances, we have small ramps, made from wetpour surfacing, leading to the classrooms and toilets. Toilet facilities at King Henry's Walk include a disabled adult/pupil adapted toilet. The facilities on the ground floor are wheelchair accessible.



## Action Plan 2025 - 2028

### 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	<p>Differentiated activities in all lessons to suit individual needs</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Progress is tracked for all pupils, including those with a disability</p> <p>Personalised Targets appropriate for pupils with additional needs</p> <p>Individual care plan for pupil with impaired vision - (nursery)</p> <p>Training provided to ensure needs are met</p> <p>Support from external specialists: OT, Speech and Lang Therapists</p> <p>Books and resources representing pupils with disabilities</p>	<p>Individual care plans for pupils maintained and reviewed by SENCo</p> <p>VI: Internal signage modified and large print resources Pictorial or symbolic representation</p> <p>Adjustments to school trips – both venues and transport</p> <p>Broaden selection of school clubs to ensure inclusivity</p> <p>Continue to prioritise books and resources featuring disabilities (see SDP)</p>	<p>Staff confident managing disabilities</p> <p>Pupils demonstrate good progress</p>



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Ongoing	Support for pupils with ASD/ ADHD	<p>Regular movement breaks</p> <p>Whole class mindfulness practice twice daily, Jigsaw PSHE Scheme which also includes mindfulness during PSHE lessons</p> <p>1:1 or small group mindfulness interventions</p> <p>Fidgets and putty</p> <p>Sensory cushions</p> <p>Acoustic panels for sound proofing of the hall</p> <p>Access to ear defenders for noisier events such as lunch or separate supervised lunch timetabled for ASD pupil</p> <p>Zones of Regulation interventions to support with empathy and emotional regulation</p> <p>Sensory adaptations made to the classroom to support with proprioception</p>	<p>Staff Training: SLT /SENCo</p> <p>Liaison with medical specialists where required: SENCo &amp; CT</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>SENCo and teaching staff to include paired and small group activities to support</p>	Staff report progression



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		<p>Work in collaboration with speech therapist and SENCo</p> <p>TAs trained to provide specialist intervention</p> <p>Working closely with external professionals e.g. selective mutism specialists and speech and language therapists to ensure best outcomes for students</p>		
Ongoing	Support for pupils with fine motor and co-ordination skills such as Dyspraxia	<p>Weekly OT visit and guidance for teachers and parents</p> <p>Handwriting intervention group</p> <p>Pencil grips</p> <p>Weekly Gross Motor interventions with staff</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>Visiting dyslexia teacher providing 1.1 support and guidance for teachers and SENCo</p> <p>Adaptations made to the classroom e.g. reading rulers, dyslexia friendly texts, word maps and sound mats</p> <p>Additional time given for assessments</p>	<p>Printing on coloured paper</p> <p>Training from dyslexia specialists</p>	Improved outcomes and confidence for dyslexic pupils



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		Reading rulers used in classrooms		
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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.	<p>King Henry's Walk: Ramps improve access to hall through rear courtyard</p> <p>Portable ramp for access to the Year 2 classroom where there is a step</p> <p>Staff to meet visitors at the door/date to help them into the relevant premises</p> <p>Disabled toilet in the church and Year 2 classroom</p> <p>Elmore St: Accessible toilet completed in Summer 2024</p>	<p>Access plans including PEEPs prepared and reviewed regularly with risk assessments</p> <p>Switching classrooms to support reduced mobility</p> <p>Hallways clear of obstacles to ensure wheelchairs can pass through</p>	Improved access to school building for those with disabilities
As required	Improve safety for visually impaired	<p>Improved flood lighting in the playground and courtyard - ensure these are regularly checked &amp; in good working order</p> <p>Support such as hand holding and verbal guidance for physical activities for VI pupil.</p>	<p>Bright markings/contrasting surfaces on top &amp; bottom of stairs and other edges. Hazard tape on playground equipment</p> <p>Daily exterior and interior lighting checks</p> <p>Escort visually impaired visitors through the building, for students, amendments to be</p>	Improved safety for visually impaired members of the school community Improved participation in activities for VI



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			made upon admission	
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
Ongoing	Improve access to information and learning for visually impaired	N/A	Large print resources including signage  Technology such as dictation software  Pictorial or symbolic images in worksheets  Stationary to enable larger writing  Audio books and headphones  Planned review of accessibility of website	Full access to curriculum for VI pupils  VI adults are confident coming into the building

## 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



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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. This plan was reviewed by the Council of Management in Sept 2025.

Signed: Brodie Bibby Chair of Council of Management

## Appendix 1

### Sept 2025 Accessibility Audit Findings **Prep** **EYFS**

Section 1 Approach	Remove bins from pathway as soon as they are emptied	<b>Prep</b> Ongoing
	Keep doorway clear of bins	<b>EYFS</b> Ongoing
	Contrasting surfaces at the top and bottom of the stairs	<b>Prep</b> Ongoing Maintenance



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		<b>EYFS</b> consider contrasting strips to fire escape stairs on Elmore St
	Do steps have lighting available?	<b>Prep EYFS</b> Ongoing maintenance
Section 2 Entrance and doors	Doorways and access wide enough for wheelchairs to get through to classrooms	<b>Prep</b> Unable to access to classroom upstairs <b>EYFS</b> Unable to access either classroom at present due to stairs, consider lift to downstairs classroom if needed. Stairs are wide enough to accommodate folding lift if required by admissions.
	Front gate/door does it have open/close mechanism?	<b>Prep EYFS</b> No, slow closer, staff to meet wheelchair users at the entrance and open/close it for them. Staff can assess needs when visitors come to the gate.
Section 3 Horizontal movement fixtures & fittings	Corridors/passages wide enough for wheelchair users to manoeuvre and for others to pass? In the prep school buildings and ground floor, otherwise, unable to access the church classrooms. Unable to put in lift as stairs too narrow.	<b>Prep</b> Unable to access to church classrooms, classes to be moved around ensure pupils or visitor's needs can be met. <b>EYFS</b> lobby entrance and toilet are wide and accessible, downstairs classroom would be with a lift.
	Rooms maintained to reduce hazards for people with visual disabilities	<b>Prep EYFS</b> Ongoing
	Quiet spaces for people to go when needed?	<b>Prep</b> Pods can be made clear for this – ad hoc <b>EYFS</b> no, consider use of glass classroom if need arises.
Section 4 Vertical Movement	Consider glued "blips" at the bottom of the handrail (church) to indicate that the bottom of the stairs have been reached (visually impaired)	<b>Prep EYFS</b> Visitor's to be escorted in any event, new pupil admissions – full risk assessment and adjustments to be made
	Stairlifts – not planned in the Prep School – any new pupils with access needs will be located in one of the ground floor classrooms.	<b>EYFS</b> should we need a lift to ensure pupils can access a classroom at Elmore Street
	Stairs to toilets in Upstairs classroom	<b>EYFS</b> if a pupil with access needs joins our EYFS provision, then consideration of year groups changing classrooms would be considered during admissions to ensure the pupil could access our facilities with dignity



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Section 5 Toilets & Changing Areas	Is the location of the toilets clearly signed?	Prep EYFS Toilets signs to be purchased
	Accessible toilets – clear of obstacles	Prep EYFS Not always, add to checklist to ensure the accessible toilet is clear of items.
	Is there a shelf available near the toilet for people to use?	Prep EYFS People with medical needs requiring a space for equipment will need to use a pod (prep), glass classroom at Elmore Street
Section 6 Fire exits	No visual fire alarm in all parts of the building, including toilets and stairwells	Prep EYFS PEEP to be put in place and pupils evacuated with staff. Visitors to be escorted.
	Regular fire drill procedures for person/s needing support?	Prep EYFS Yes, we practice fire evacuation termly, but not for wheelchair users as we don't have any at this stage`. To be assessed if a pupil joins needing this help, otherwise PEEPS developed.
	Are GEEPs in place for events or meetings for visitors?	Prep EYFS For large group events, parents reminded of evacuation procedures at the start & to keep pathways clear of personal items.
	If disabled people cannot evacuate from the building independently, are there designated refuge areas?	Prep EYFS PEEPs in place for pupils, Fire Drill Procedure ensures the whole building is searched before leaving, disabled people helped during evacuation
Section 7 Information	Website accessibility	Prep EYFS when website is next upgraded (not planned currently), improvements to accessibility arrangements to be made on top of the existing arrangements.
	Are mechanisms in place to communicate with disabled parents in an accessible way, eg. Email, letter, phone?	Prep EYFS These arrangements to be made upon admission to the school
Section 8 – Equality Adjustments	Do we have a designated prayer room	Prep EYFS No, not designated, however pod/glass classroom would be made available if required



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	Do you have books, leaflets and posters that promote yourself as being supportive of diversity?	<b>Prep EYFS</b> Equalities policy, our Wonderful World Week, teaching British Values
	Do you have baby changing facilities for pupils?	<b>Prep EYFS</b> Only at Elmore Street, however, at the Prep School, staff will help pupils who have had accidents in a dignified and professional manner.
	Do you have a system in place to raise awareness and support of pupils and staff who have been victims of bullying and hate incidents?	<b>Prep EYFS</b> Yes, anti-bullying policy, wellbeing manager, staff can use mental health helpline (Peninsula), assemblies, PHSE sessions, anti-bullying week.