



supporting **YOUR** future

Arbour House School

Accessibility Plan

Policy number	1
First issue date	September 2017
Version number and previous validation date	3 – April 2019
Next review date	April 2022
Governor policy owner	Bettina Jeppesen
Signed off by	Governing Body
Distributed to	All staff, including the Governing Body, the Proprietors

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEN information report;*
- *policy for Supporting pupils at school with medical conditions;* and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Management (PBS)
- School Development Plan

3. Our vision and aims

Arbour House wants everyone to feel welcome, valued and included in our community.

Our pupils are provided with high quality learning opportunities so that each child achieves to the best of their ability. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils who have a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Arbour House requests information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Arbour House increases access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (laptops and iPads) to support all curriculum areas, e.g. numeracy and literacy, life-centred education;
- providing a bespoke curriculum, designed according to individual strengths and learning need;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD and attachment disorder on learning;
- organising classrooms to meet individual needs and develop independence.

Physical Environment

Arbour House has already improved the physical environment of the school to increase access for disabled pupils by:

- installing a ramp to enable pupils to access ground floor rooms;
- providing an accessible toilet for those pupils who are able to do a standing transfer to use the toilet;
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- ensuring that there is good lighting throughout school, making use of natural light where possible;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

Arbour House already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- providing 'easy read' versions of our school policies;

- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Arbour House will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

6. Monitoring

The Arbour House Accessibility Plan covers a school year and will be reviewed regularly and updated if needed. It will be monitored through Governing Board meetings.

The Governing Board will monitor Arbour House School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Arbour House Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Arbour House complaints procedure covers the Accessibility Plan.

**ARBOUR HOUSE
ACCESSIBILITY PLAN**

September 2018 to September 2019: Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible ?	When will this be done?	How can we tell if this is successful?
<p><i>Develop a CPD programme to ensure that all staff have an awareness of Autism (ASD) including sensory needs, Dyslexia and Attachment Disorder and how this impacts on learning and emotional well-being and the strategies that can be used to support such pupils.</i></p>	<ol style="list-style-type: none"> 1. <i>Online training modules undertaken by all staff as part of their induction.</i> 2. <i>Written individual education plans to support individual pupils with ASD, Dyslexia and Attachment Disorder.</i> 3. <i>Implement emotional literacy programme with all pupils</i> 4. <i>Implement THRIVE programme</i> 	<p><i>Headteacher</i></p> <p><i>All staff, including support staff</i></p>	<p><i>Sept 2019</i></p>	<ul style="list-style-type: none"> • <i>Pupils and their families feel supported and their needs understood;</i> • <i>Pupils with ASD and Attachment Disorder ensures that an appropriate curriculum, differentiated as necessary and according to their individual needs;</i> • <i>Teachers and support staff are confident in meeting the needs of pupils with ASD/ Dyslexia and Attachment Disorder.</i>
<p><i>All community based activities need to risk assessed and planned in advance to ensure that all pupils with a disability are able to take part.</i></p>	<ol style="list-style-type: none"> 1. <i>Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments</i> 2. <i>Assess community based activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure behaviour and sensory needs can be catered for, etc.</i> 3. <i>Consider any reasonable adjustments required to enable pupils with a disability</i> 	<p><i>Headteacher</i></p> <p><i>Teachers</i></p> <p><i>Teachers and support staff</i></p> <p><i>Head</i></p>	<p><i>On-going</i></p>	<ul style="list-style-type: none"> • <i>No community based activities are planned without consideration of how all pupils will be included;</i> • <i>All community based activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;</i> • <i>All pupils have access to community-based activities such as trips out, residential visits, extended school activities and sporting events</i> • <i>Pupils and their families feel included in out of school activities.</i>

What needs to be done?	How will this be achieved?	Who is responsible ?	When will this be done?	How can we tell if this is successful?
	<p><i>to take part in community based activities, including travel requirements.</i></p> <p><i>4. Risk assessments to be in place for all community based activities for each pupil.</i></p>	<p>Teacher</p> <p>Teachers</p>	<p><i>Ongoing – prior to new admissions</i></p> <p><i>Prior to any new community activity</i></p>	

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September 2018 to September 2019: Improving the physical environment

What needs to be done?	How will this be achieved?	Who is responsible ?	When will this be done?	How can we tell if this is successful?
<p><i>The outside areas of the school require improvement; specifically the areas of:</i></p> <ul style="list-style-type: none"> • pedestrian access; • car parking; • paving; • external lighting. 	<ol style="list-style-type: none"> 1. <i>Install a shower in downstairs toilet to enable pupils to shower after PE</i> 2. <i>Install suitable changing facilities for pupils with profound and multiple difficulties.</i> 3. <i>Ensure that door thresholds in the part of the school accessible for wheelchair users are flush</i> 	<p style="text-align: center;"><i>School Governors/ Headteacher</i></p>	<p style="text-align: center;"><i>Aug 2019</i></p>	<ul style="list-style-type: none"> • <i>The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards;</i> • <i>Pupils with disabilities and their families are easily and quickly able to access the school building.</i>
<p><i>Ensure the acoustics within classroom areas are conducive to learning</i></p>	<ol style="list-style-type: none"> 1. <i>Review acoustic of each classroom.</i> 2. <i>Increase carpets and curtaining to reduce echoing in rooms</i> 	<p style="text-align: center;"><i>School Governors/ Headteacher</i></p>	<p style="text-align: center;"><i>Summer 2019</i></p>	<ul style="list-style-type: none"> • <i>Acoustics within each classroom do not inhibit learning</i>
<p><i>Provide suitable learning environments for pupils with special needs</i></p>	<ol style="list-style-type: none"> 1. <i>Provide sensory tents for those students who need it</i> 2. <i>Consider furniture suitability and specification for pupils, using OT input as needed</i> 	<p style="text-align: center;"><i>Headteacher / Teachers</i></p> <p style="text-align: center;"><i>Headteacher</i></p>	<p style="text-align: center;"><i>Aug 2019</i></p> <p style="text-align: center;"><i>Aug 2019</i></p>	<ul style="list-style-type: none"> • <i>The school environment is suitable for pupils' needs and support their particular learning, sensory and environmental needs</i>

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September 2018 to September 2019: Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible ?	When will this be done?	How can we tell if this is successful?
<i>The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website</i>	<i>1. All written information available to pupils and their parents will be put in easy reading format.</i>	<i>Headteacher</i>	<i>Summer 2019</i>	<ul style="list-style-type: none"> • <i>Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means;</i> • <i>Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.</i>
<i>Consider technology and aids to improve accessibility of written information and support learning; reading and writing</i>	<ol style="list-style-type: none"> <i>1. Pupils supported with readers and scribes if necessary.</i> <i>2. Consider microphones that have built in recorders so children with anxiety, etc do not have to talk in front of anyone, can just be recorded and then played back for assessment etc.</i> <i>3. Assess the need for handwriting aids e.g. pens with a variety of grips and sloping writing surfaces etc.</i> 	<p><i>Teachers</i></p> <p><i>Teachers/ Headteacher</i></p> <p><i>Teachers/ Headteacher</i></p>	<p><i>Summer 2019</i></p> <p><i>Spring 2019</i></p> <p><i>Summer 2019</i></p>	<ul style="list-style-type: none"> • <i>Pupils will be experience improved access to learning around reading and writing and achieve greater and accellerated outcomes.</i>

What needs to be done?	How will this be achieved?	Who is responsible ?	When will this be done?	How can we tell if this is successful?
<p><i>The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need</i></p>	<ol style="list-style-type: none"> <i>1. Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs;</i> <i>2. Establish links with SALT and OT around the needs of specific pupils, establish a referral and assessment route for their specialist input</i> <i>3. Specific training for those developing written information for the school and class teachers supporting pupils with specific needs.</i> 	<p><i>Headteacher</i></p> <p><i>Teachers/ Headteacher</i></p> <p><i>Headteacher</i></p>	<p><i>Summer 2019</i></p> <p><i>Summer 2019</i></p> <p><i>By Summer 2019</i></p>	<ul style="list-style-type: none"> <i>• Staff are aware of the different ways in which pupils take on and learn new information;</i> <i>• Thought is given to all future communication with disabled pupils in mind;</i> <i>• The school is more effective in meeting the needs of pupils with a disability;</i> <i>• Pupils with a disability and their parents feel welcome and confident that their needs are being met.</i>