



supporting YOUR future

# Arbour House School

## Accessibility Plan

Policy number	1
First issue date	September 2017
Version number and Issue date	4 – May 2022
Next review date	May 2025
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).

An Accessibility Plan must 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 parents and carers of prospective new pupils. We also carefully observe 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:

- 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 on learning of any recognised disability or difficulties of our pupils;
- 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;
- Re-designing ground floor internal ramp flow to negate the need for internal highlighting tape and reduce difficulties in negotiating this space
- Adding 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 – upgrade to white light boxes during 2021 refurb.
- Installing interactive screens in all classrooms
- Ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible
- Undertaken an acoustic assessment of the classroom environments and added specific acoustic carpet underlay to improve conditions for pupils with hearing impairments and others sensitive to noise
- Considering the levels for access of external play areas

## **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/ PECS 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 annually.

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 2021 to September 2022: Improving access to the curriculum**

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible ?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
<p><i>Develop a CPD programme to ensure that all staff have an awareness of Autism (ASD), Dyslexia and sensory impairments 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"> <li>1. Online training modules undertaken by all staff as part of their induction.</li> <li>2. Written individual education plans to support individual pupils with ASD and Dyslexia</li> <li>3. Written individual educational plans to support individual pupils with sensory disabilities and impairments</li> <li>4. Continue to develop and implement emotional literacy programme with all pupils</li> <li>5. Implement THRIVE programme across whole school</li> </ol>	<p>Headteacher</p> <p>All staff, including support staff</p>	<p>September 2022</p>	<ul style="list-style-type: none"> <li>• Pupils and their families feel supported and their needs understood;</li> <li>• Pupils with ASD receive an appropriate curriculum, differentiated as necessary and according to their individual needs;</li> <li>• Teachers and support staff are confident in meeting the needs of pupils with ASD/ Dyslexia and sensory disabilities/ impairments.</li> <li>• ELSA practitioners are identified and training sourced – programme for rollout to commence</li> <li>• Thrive programme is delivered across the school, to all students</li> </ul>
<p><i>Develop the SENCO Role within the school, to ensure designated focus on pupils with Special Education Needs and EHCPs</i></p>	<ol style="list-style-type: none"> <li>1. Identified SENCO to commence the designated support and coordination for pupils at Arbour House</li> <li>2. SENCO to participate and coordinate annual reviews of pupils at Arbour House</li> </ol>	<p>Headteacher/ SENCO</p>	<p>Sept 2022</p>	<ul style="list-style-type: none"> <li>• Pupils with SEN are supported through designated reviewing programme around their particular educational support needs</li> <li>• Liaison from the school with families and SEN co-ordinators is effective</li> </ul>
<p><i>All community based activities need to risk assessed and planned in advance to ensure that all</i></p>	<ol style="list-style-type: none"> <li>1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the</li> </ol>	<p>Headteacher</p> <p>Teachers</p>	<p>On-going</p>	<ul style="list-style-type: none"> <li>• No community based activities are planned without consideration of how all pupils will be included;</li> <li>• All community based activities will be conducted in an inclusive environment</li> </ul>

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible ?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
<p><i>pupils with a disability are able to take part.</i></p>	<p><i>need to provide reasonable adjustments</i></p> <p>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></p> <p>3. <i>Consider any reasonable adjustments required to enable pupils with a disability to take part in community based activities, including travel requirements.</i></p> <p>4. <i>Risk assessments to be in place for all community based activities for each pupil.</i></p>	<p><i>Teachers and support staff</i></p> <p>Head Teacher</p> <p>Teachers</p>	<p><i>Sept 2021</i></p> <p><i>Ongoing – prior to new admissions</i></p> <p><i>Prior to any new community activity</i></p>	<p><i>with providers that comply with all current and future legislative requirements;</i></p> <ul style="list-style-type: none"> <li>• <i>All pupils have access to community-based activities such as trips out, extended school activities and sporting events</i></li> <li>• <i>Pupils and their families feel included in out of school activities.</i></li> </ul>

**ARBOUR HOUSE  
ACCESSIBILITY PLAN**

**September 2021 to September 2022: Improving the physical environment**

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible ?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
<p><i>The outside areas of the school require improvement; specifically the areas of:</i></p> <ul style="list-style-type: none"> <li>• <i>Ground floor access and layout</i></li> <li>• <i>Playground</i></li> <li>• <i>External lighting</i></li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Ensure that primary area/ dining room is accessible in terms of thresholds/ widths and differing levels are configured in the best possible way</i></li> <li>2. <i>Playground areas are made as level as possible to facilitate access – consider ramps where possible. Level the areas for safe play</i></li> </ol>	<p style="text-align: center;"><i>School Governors/ Headteacher</i></p>	<p style="text-align: center;"><i>Aug 2022</i></p>	<ul style="list-style-type: none"> <li>• <i>The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards;</i></li> <li>• <i>Pupils with disabilities and their families are easily and quickly able to access the school building.</i></li> </ul>
<p><i>Ensure the acoustics within classroom areas are conducive to learning</i></p>	<ol style="list-style-type: none"> <li>1. <i>Review acoustic of each classroom.</i></li> <li>2. <i>Increase carpets and curtaining to reduce echoing in rooms</i></li> </ol>	<p style="text-align: center;"><i>School Governors/ Headteacher</i></p>	<p style="text-align: center;"><i>Summer 2021 and at every flooring change</i></p>	<ul style="list-style-type: none"> <li>• <i>Acoustics within each classroom do not inhibit learning</i></li> </ul>
<p><i>Provide suitable learning environments for pupils with special needs</i></p>	<ol style="list-style-type: none"> <li>1. <i>Develop Sensory room to provide safe and stimulating environment</i></li> <li>2. <i>Consider furniture suitability and specification for pupils, using OT input as needed</i></li> </ol>	<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>Dec 2021</i></p> <p style="text-align: center;"><i>Ongoing</i></p>	<ul style="list-style-type: none"> <li>• <i>The school environment is suitable for pupils' needs and support their particular learning, sensory and environmental needs</i></li> </ul>

**ARBOUR HOUSE  
ACCESSIBILITY PLAN**

**September 2021 to September 2022: Making written information more accessible**

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible ?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
<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>Oct 2022</i>	<ul style="list-style-type: none"> <li>• <i>Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means;</i></li> <li>• <i>Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.</i></li> </ul>
<i>Consider technology and aids to improve accessibility of written information and support learning; reading and writing</i>	<ol style="list-style-type: none"> <li><i>1. Pupils supported with readers and scribes if necessary.</i></li> <li><i>2. Assess the need for handwriting aids e.g. pens with a variety of grips and sloping writing surfaces etc.</i></li> </ol>	<p><i>Teachers</i></p> <p><i>Teachers/ Headteacher</i></p>	<p><i>Summer 2019</i></p> <p><i>Ongoing, upon assessment of new pupils</i></p>	<ul style="list-style-type: none"> <li>• <i>Pupils will be experience improved access to learning around reading and writing and achieve greater and accelerated outcomes.</i></li> </ul>



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>Raise the awareness regarding the importance of using a range of communication systems to assist in meeting individual need</i></p>	<ol style="list-style-type: none"> <li><i>1. Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs;</i></li> <li><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></li> <li><i>3. Purchase licences of Widget access for staff to develop their own materials to assist communication; social stories and PECS</i></li> </ol>	<p><i>Headteacher</i></p> <p><i>Teachers/ Headteacher</i></p> <p><i>Headteacher</i></p>	<p><i>Summer 2021</i></p> <p><i>Summer 2021 – and ongoing for specific referrals</i></p> <p><i>By Summer 2021</i></p>	<ul style="list-style-type: none"> <li><i>• Staff are aware of the different ways in which pupils take on and learn new information;</i></li> <li><i>• Thought is given to all future communication with disabled pupils in mind;</i></li> <li><i>• The school is more effective in meeting the needs of pupils with a disability;</i></li> <li><i>• Pupils with a disability and their parents feel welcome and confident that their needs are being met.</i></li> </ul>

