

# Accessibility Plan



**Last reviewed on:** September 2021

**Next review due by:** September 2024

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## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- 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
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Every pupil at Calder House has a personalised timetable designed to meet his or her individual needs. No two children face the same difficulties which is why at Calder House no two children have the same timetable. Our pupils don't miss out on "normal" lessons in order to receive support in the areas they find difficult. Instead the provision of subskills (remedial intervention) is timetabled into each child's day – every day.

This accessibility plan, should be read in conjunction with our school's policy on accessibility.

[CHS\\_Accessibility\\_Policy.pdf \(calderhouseschool.co.uk\)](#)

## Legislation and guidance

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

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.

Dyslexia is recognised as a disability under the Equality Act 2010. It follows that the difficulties experienced by many dyspraxic pupils and other children with specific learning difficulties will meet the legal criteria of a disability.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in

comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and our own Accessibility Policy.

#### Part 1

|   |                            |               |       |
|---|----------------------------|---------------|-------|
| <p><b>Aim</b><br/>To increase the extent to which disabled pupils can participate in the curriculum</p>   |                            |               |       |
| <p><b>Current Good Practice</b><br/>Our goal is to ensure that every child is able to participate fully in the life of our school and that we understand and meet the individual needs of all our pupils.</p> <p>Calder House School has a robust assessment procedure to ensure that the needs of every child are fully understood before they join the school and that appropriate provision is put in place to meet these needs from the moment s/he starts school with us. Additional needs arising from a disability are assessed as part of this process and, if required, will be given separate additional consideration.</p> <p>See <a href="http://calderhouseschool.co.uk">A personalised timetable for each pupil – Calder House (calderhouseschool.co.uk)</a> for more details.</p> <p>Calder House School offers a differentiated curriculum for all pupils. Alongside the National Curriculum pupils are taught prerequisite skills for learning by specialist teachers, to include: Speech &amp; Language, Memory (Visual and Auditory), Handwriting, Visual Perceptual, Gross and Fine Motor. We also have social and listening groups delivered by Speech and language therapists. The school also has 4 ELSA trained members of staff to support emotional literacy.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Paper used in school is off-white to support pupils with difficulties such as visual stress and coloured overlays are available as required. Font size/paper size is enlarged for reading and board work where appropriate. Backgrounds of displays and board work can also be tinted.</p> <p>All pupils have access a range of multi-sensory interventions, including: writing slopes, sensory cushions, pen grips, fiddle toys, sensory putty, resistance bands, lap weights, timers and charts.</p> <p>The CPOMs system is used to track interventions being used by pupils and their impact is recorded and reviewed so that further support can be put in place if required. Pupil timetables are reviewed and revised termly to ensure they continue to meet the needs of the child, identifying emerging needs and prioritising these for additional support.</p> <p>Calder House School employs two Speech and Language Therapists, an Occupational Therapist and specialist teachers – all of whom work collaboratively to ensure that pupil needs are identified and additional support/reasonable adjustments are implemented.</p> <p>Our OT also works directly with staff delivering the PE curriculum to ensure that this is accessible and works towards improving pupil’s mobility, interaction and self-help skills.</p> |                            |               |       |
| <b>Objective</b>  | <b>Actions to be Taken</b> | <b>Person</b> | To be |

|  |   |   |  |
|--|---|---|--|
|  |   | <b>responsible</b>  | completed by:  |
| To ensure a positive and successful transition for all children to /from Calder House School   | <p>To liaise with previous school/education providers to review potential future students.</p> <p>To liaise with all stakeholders and ensure transparency of information on a child's needs prior to joining Calder House School to ensure that all needs can be fully met. This may involve consultation with Local Authorities where EHCP's are maintained for a young person.</p> <p>Initiate transition arrangements in good time with secondary/next school schools.</p> <p>To ensure that all new starting children at CHS are reviewed in terms of a summary of their educational needs (including any access arrangements) in relation to the curriculum and this information is shared during Round Table Meeting.</p> | <p>JP – as the registrar for incoming pupils.<br/>JD – as Head of School for those pupils leaving Calder House School.</p> <p>JD and the assessment team.</p> | <p>On an individual basis throughout the school year.</p> <p>Sept Annually</p> |
| <p><b>Success criteria:</b> Pupils will report being happy. Feedback from parents in relation to transition into CHS will be positive. Concerns expressed around needs being met will be resolved quickly and effectively.</p> |   |   |  |
| <p><b>Evaluation 2021/22</b></p>   |   |   |  |
| <b>Objective</b>   | <b>Actions to be Taken</b>  | <b>Person responsible</b>   | To be completed by:  |
| To establish close liaison with outside agencies for pupils with ongoing health needs.   | <p>Ensure collaboration with all key personnel – with the child, with parents, with staff and with other agencies.</p> <p>To allow other professionals and specialists (e.g. SLT, Literacy and OT) to observe pupils in situ and offer advice and training to staff.</p> <p>Update staff training for specific conditions where required.</p> <p>Update medical conditions policy and ensure IHCPs accurately record children's needs and are kept up-to-date.</p>  | <p>JD</p> <p>JD</p> <p>MDS</p> <p>JP</p>  | <p>Termly</p> <p>When required</p> <p>Prior to arrival</p> <p>Dec 2021</p>     |

**Success criteria:** Each child with a medical condition will have an IHCP in place to support needs required

Pupils with Health Needs will have good attendance as a result of their health needs being well supported in school.

**Evaluation 2021/22**

| <u>Objective</u>   | <u>Actions to be Taken</u>  | <u>Person responsible</u> | To be completed by: |
|--|---|---------------------------|---------------------|
| Maintain a robust information system that identifies and reviews pupils Strengths and Challenges so that all staff can access relevant information to support learning | Develop and maintain the CPOMs system in school to ensure all staff have a clear perspective on the needs of each child.  | All Staff                 | Ongoing             |
|  | To share good practice and professional expertise across multi-disciplinary areas (e.g. speech and language/OT/Literacy). |                           |                     |
|  | Audit and report on each child and use this information to review accessibility provisions made.                          | All staff                 | Ongoing             |
|  | Continue to meet at Round Table (RT) each term.   | JD                        | Ongoing             |

**Success criteria:** Improved outcomes and sustained progress for all pupils.

**Evaluation: 2021/22**

| <u>Objective</u>   | <u>Actions to be Taken</u>  | <u>Person responsible</u>              | To be completed by: |
|--|---|--|---------------------|
| Help children to identify and articulate their own perspective on the challenges they face | Extend use of Listening Ear.  | JD/IJP                                 | Ongoing             |
|  | Continue to support/develop the ELSA training programme for staff.                      | JP/JD to release RCoop, RC, JBL and SD | Ongoing             |
|  | Ensure the Positive Behaviour policy is regularly reviewed, understood and implemented. | All staff                              | Ongoing             |
|  | Provide a safe learning space – one in which children experience success and overcome   | All staff                              | Ongoing             |

|  |  |                                  |                            |
|--|--|----------------------------------|----------------------------|
|  | <p>their fear of failure.</p> <p>Appoint a mental health lead in school and complete the necessary training.</p>   | JD                               | 2021/22                    |
| <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Minimal incidents of unacceptable behaviour</li> <li>Pupils demonstrate good resilience and mental-health; pupils' self-concept scores improve over time</li> <li>Outstanding progress in curriculum outcomes for all pupils</li> <li>Attendance figures show that attendance is above national average.</li> </ul> |  |                                  |                            |
| <p><b>Evaluation: 2021/22</b></p>  |  |                                  |                            |
| <b><u>Objective</u></b>  | <b><u>Actions to be Taken</u></b>  | <b><u>Person responsible</u></b> | <b>To be completed by:</b> |
| <p>To continue to ensure pupils have full access to an extended range of resources and strategies to support and enhance learning across the curriculum</p>  | <p>Maintain individual timetables designed around the needs of each child and an actively differentiated delivery of the curriculum.</p>   | JD                               | September 2022             |
|  | <p>Regular reviews of reasonable adjustments within school such as the use of printed hand-outs to reduce the need for pupils with poor visual memories to copy from the board.</p>                              | JD                               | Ongoing                    |
|  | <p>Carefully consider how ICT (such as iPads and laptops) may help children with specific disabilities better access the curriculum.</p>   | JD/IJP                           | Ongoing                    |
|  | <p>Seek advice from specialist professionals (e.g Occupational Therapy, SLT, Hearing Support, Specialist Teachers) regarding equipment, staff training and learning strategies.</p>                              | JD                               | Ongoing                    |
|  | <p>Continue to review and replace existing equipment for pupils to use including: writing slopes, sensory cushions, pen grips, fiddle toys, sensory putty, resistance bands, lap weights, timers and charts.</p> | JD/IJP                           | Ongoing                    |
| <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Pupils use of effective strategies is clearly evident across the school</li> <li>Staff's differentiation of the curriculum is clearly evident across the school</li> </ul>  |  |                                  |                            |

|   |   |                                  |                     |
|---|---|----------------------------------|---------------------|
| <ul style="list-style-type: none"> <li>• CPOMs records where interventions are being put in place for pupils and monitors the impact these measures have.</li> <li>• Progress clear and measurable.</li> <li>• Appropriate equipment is being used to support pupils effectively across the curriculum.</li> </ul>  |   |                                  |                     |
| <p><b>Evaluation 2021/22</b></p>  |   |                                  |                     |
| <b><u>Objective</u></b>   | <b><u>Actions to be Taken</u></b>   | <b><u>Person responsible</u></b> | To be completed by: |
| Educational visits accessible for all   | Liaise with teachers when planning trips to ensure they are accessible  | JD                               | Each trip           |
|   | Ensure venue is consulted regarding access arrangements.  | JD                               | Each trip           |
|   | Liaise with parents to identify pupils with needs that are only evident outside of school and ensure these needs are met. | JD                               | Each trip           |
| <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• Clear learning objectives for each educational visit that are appropriate to each child on the trip.</li> <li>• RA to ensure every child can safely access the trip.</li> <li>• School gallery/website illustrates inclusive access for all pupils when taking part in enrichment activities.</li> <li>• All pupils are able to attend and benefit from all offsite learning.</li> </ul> |   |                                  |                     |
| <p><b>Evaluation 2021/22:</b></p>   |   |                                  |                     |

Part 2

|   |
|---|
| <p><b><u>Aim</u></b><br/>To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</p>  |
| <p><b><u>Current Good Practice</u></b></p> <p>Our goal is to ensure that every child (and their parents as well as other visitors to our school) can access our school's site, facilities and the support we offer.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Allocation of disabled parking bays</li> </ul> |

- Use of ramps (mobile) and hand rails to assist those who have physical disabilities.
- Disabled toilet \* (see objective 1)
- Shower Rooms (2) available
- High staff to pupil ratios during playtimes to ensure all pupils have access to 'playtime'.
- Alternative arrangements made for parent's evenings and school events for parents/pupils to attend virtually and/or to move events to different buildings or venues to ensure that all parents have the option to attend on site if they would like to.
- All pupils who have physical disability are given an access plan – which includes an assessment of the specific risks and accommodation required – as part of the school's admissions procedure.
- The school will undertake a confidential survey of staff and governors to ascertain access needs and make sure they are met.
- Timetabling for pupils will ensure equal access to all specialist support, curriculum teaching, school assemblies/performances and extra-curricular activities.

| <b><u>Objective</u></b>   | <b><u>Actions to be Taken</u></b>  | <b><u>Person responsible</u></b> | To be completed by: |
|---|--|----------------------------------|---------------------|
| All persons with a disability have access to a toilet and handwashing facilities. | The school will review the disabled toilet to ensure that it meets any criteria to be 'designated' as a disabled toilet.<br><i>Facilities for disabled pupils: Each toilet for disabled pupils needs to contain one toilet and one washbasin (and possibly a shower or other wash down fitting) <u>and have a door opening directly onto a circulation space that is not a staircase and which can be secured from the inside.</u> Where possible, the number and location of accessible toilets will be sufficient to ensure a reasonable travel distance for users that does not involve changing floor levels<sup>5</sup>. <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/20170720_accessible_toilets_and_changing_facilities.pdf">DfE advice template (publishing.service.gov.uk)</a></i> | JD                               | Ongoing             |
| Disabled pupils to have access to changing facilities (Long Term)                 | Consideration for disabled changing facilities as part of a review of the improvements to be made in school in the long term.<br>(The DfE are expected to produce further advice to schools on Part M – requirements for disabled toilets and changing in 2021).<br><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/20170720_accessible_toilets_and_changing_facilities.pdf">200717_AD_M_July2020_amend.pdf</a>  |                                  |                     |

|  |  |                           |                     |
|--|--|---------------------------|---------------------|
|  | <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a> (Including Changing Places Initiative).   |                           |                     |
| <b>Success criteria:</b>                               |  |                           |                     |
| <b>The following audit questions will be answered:</b> |  |                           |                     |
|  | <b>Question</b>  | <b>Y</b>                  | <b>N</b>            |
| 1  | Is WC provision made for people with disabilities?   |                           |                     |
| 2  | Do all lavatory areas have slip-resistant floors?  |                           |                     |
| 3  | Are all fittings readily distinguishable from their background?  |                           |                     |
| 4  | Are all door fittings/locks easily gripped and operated?   |                           |                     |
| 5  | Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?  |                           |                     |
| 6  | Is provision made for wheelchair users in disabled toilets?  |                           |                     |
| 7  | Is wheelchair approach free of steps/narrow doors/obstructions etc?  |                           |                     |
| 8  | Is the location clearly signed?  |                           |                     |
| 9  | Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?   |                           |                     |
| 10   | Are the door fittings/locks and light switches easily reached and operated?  |                           |                     |
| 11   | Is there an emergency call system and is someone designated to respond?  |                           |                     |
| 12   | Can the emergency call system be operated from floor level?  |                           |                     |
| 13   | Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?  |                           |                     |
| 14   | Are the fittings arranged to facilitate these manoeuvres   |                           |                     |
| 15   | Are handwashing and drying facilities within reach of someone seated on the WC?  |                           |                     |
| 16   | Is the tap appropriate for use by someone with limited dexterity, grip or strength?  |                           |                     |
| 17   | Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?   |                           |                     |
| 18   | Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors? |                           |                     |
| 19   | If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?  |                           |                     |
| <b>Evaluation 2021/22:</b>                             |  |                           |                     |
| <b>Objective</b>                                       | <b>Actions to be Taken</b>   | <b>Person responsible</b> | To be completed by: |
| To improve the built environment to ensure             | To ensure that display stands/library books and resources are visible and  | JD                        | On going            |



|  |   |                           |                     |
|--|---|---------------------------|---------------------|
|  | <p>learning or memory difficulty. Staff are expected to be alert to possible difficulties (which may come to light, for example, through parents' comments in the homework diary), to respond to these sensitively and to suggest solutions. Supporting parents may involve, for instance, recording pupils homework instructions as audio files, which can be downloaded from the appropriate Google Classroom; offering to read/explain letters home, end of term reports and assessment data provided by other professionals; and adjusting the layout, print size and format of written communications from the school.</p> |                           |                     |
|  | <p>Ensure that all parents are able to access school events – such as parent information evenings, assemblies, sports days, prize-givings and performances.</p>   | JD                        | Ongoing             |
|  | <p>Signposting parents to additional third parties such as SENDIASS, WPCC and SVPP to ensure that the needs of all school stakeholders are fully met.</p>   | JD                        | Ongoing             |
| <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>The results of our survey of Leavers' Parents will show that all parents have had full access to the school and information about their child's learning and progress throughout their time at Calder House.</li> </ul> |   |                           |                     |
| <p><b>Evaluation 2021/22</b></p>   |   |                           |                     |
| <b>Objective</b>   | <b>Actions to be Taken</b>  | <b>Person responsible</b> | To be completed by: |
| To ensure that all persons including those with a disability are alerted to an emergency on the school site and have a means of escape.  | To improve the fire alarm system to include visible as well as audible alarm.   | JP                        | 2022                |
|  | Pupils who have a disability will have a PEEP in place. (Personal, Emergency Evacuation Plan) in place. <a href="#">Personal-Emergency-Evacuation-Plan-PEEP.docx (live.com)</a>   | MDS                       | As required         |
| <p><b>Success Criteria:</b></p>  |   |                           |                     |
| <p><b>Evaluation 2021/22</b></p>   |   |                           |                     |

Part 3

|  |  |                                  |                     |
|--|--|----------------------------------|---------------------|
| <p><b><u>Aim</u></b><br/>To improve the availability of accessible information to disabled pupils</p>  |  |                                  |                     |
| <p>Our goal is to ensure that people with a disability can access important information at our school and that the information we hold about our pupils' needs (including any disabilities) is kept up-to-date and that staff can access it when they need to.</p> <p><b><u>Current Good Practice</u></b><br/>Our school uses a range of communication methods to ensure important information is accessible to everyone. This includes:</p> <ul style="list-style-type: none"> <li>• Clear signage around school – with classrooms identified by colour.</li> <li>• Large print resources</li> <li>• Information technology – such as interactive Smart Boards in every classroom.</li> <li>• Extensive use of visual presentation of information – including a visual timetables which identify classrooms using colour and shape.</li> <li>• Pupil Friendly versions of documents – including our Positive Behaviour Policy and Anti-Bullying Policy; 'Familiarisation booklets'; 'What if I?'; and the 'Who's Who?' board which identifies all of the adults in School.</li> </ul> |  |                                  |                     |
| <b><u>Objective</u></b>  | <b><u>Actions to be Taken</u></b>  | <b><u>Person responsible</u></b> | To be completed by: |
| To ensure access to important information for pupils, parents and visitors   | To continue to improve every child's ability to read accurately and to understand what they read. Helping children to overcome reading difficulties is what our school is all about. | JD                               | Ongoing             |
|  | To ensure all staff consider how font size and page layouts can be used to support pupils (and parents) with visual impairments and reading difficulties.                            | All staff                        | Ongoing             |
|  | Auditing the school library to ensure availability of large font and easy-read (high interest/low reading age) texts.  | IJP                              | Ongoing             |
|  | Audit signage around school to ensure it remains accessible to all.  | JD                               | Ongoing             |
|  | See also comments under Aim 2 regarding  |                                  |                     |

|   |   |                                  |                            |
|---|---|----------------------------------|----------------------------|
|   | access to reports, parent information evenings etc and the adjustments we expect to make in order to ensure all parents can access this information and these events. |                                  |                            |
| <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• Every member of our school’s community can access important information about our school and our school’s resources.</li> <li>• Our School Library contains a wide range of interesting and accessible books for children at all levels of reading ability.</li> </ul> |   |                                  |                            |
| <p><b>Evaluation 2021/22</b></p>  |   |                                  |                            |
| <b><u>Objective</u></b>   | <b><u>Actions to be Taken</u></b>   | <b><u>Person responsible</u></b> | <b>To be completed by:</b> |
| All pupils medical records, including information about disabilities, are kept up to date and reviewed at every update.   | Medical Records are updated immediately with new information from parents/medical professionals and reviewed at every update.   | JD and EC                        | Ongoing                    |
|   | Staff are aware of pupil’s medical conditions – including information about disabilities and required adjustments.  | JD and EC                        | Ongoing                    |
|   | To move all information relating to medical (and disability) issues onto CPOMS to make it easier for staff to review and respond to accessibility needs.              | JD and EC                        | By Sept. 2022              |
| <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• Medical records are accurate and up-to-date.</li> <li>• Staff are aware of children’s medical needs – including those arising from a disability.</li> </ul>  |   |                                  |                            |

**Monitoring arrangements**

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It has been approved by the Governing Board, Managing Director and the Head of School

**Links with other policies**

## *Accessibility Plan September 2021*

This accessibility plan is linked to the following policies and documents:

- [Accessibility Policy](#)
- [Health and Safety Policy](#)