

# CALDER HOUSE SCHOOL

Thickwood Lane, Colerne, Near Chippenham, Wiltshire, SN14 8BN

## Accessibility Policy

If you would like help reading this policy or any other information relating to our school, please contact Calder House to let us know.

Calder House exists to support children with specific learning difficulties and to champion their abilities and talents. We acknowledge that some of the difficulties experienced by some of our pupils will be recognised as disabilities under the Equality Act 2010. To qualify as a disability under Section 6 of this Act, a condition must be a 'physical or mental impairment' that 'has a substantial and long-term adverse effect' on someone's 'ability to carry out normal day-to-day activities'. Dyslexia is recognised as a disability under the Act. It also follows that the difficulties experienced by many dyspraxic pupils and other children with specific learning difficulties will meet the legal criteria of a disability.

We want to develop our pupils' strengths and self-esteem, and to help them overcome the things they find difficult in order to become successful learners. We believe that no child should be discriminated against. We want to be an inclusive and welcoming school and one which understands and fulfills its legal obligations and responsibilities.

We understand that it is against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- direct discrimination, for example refusing admission to a student because of disability;
- indirect discrimination, for example only providing educational resources in one format that may not be accessible;
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there;
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating;
- victimisation, for example suspending a disabled student because they have complained about harassment.

We recognise that all education settings also have a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against – for instance by providing extra support and equipment. We understand that Schools have a legal obligation to make the buildings accessible for their disabled pupils as part of their overall planning duties.

Calder House is aware of its duty under the Disability Discrimination Act 2005 to plan for:

- increasing access for disabled pupils to the school curriculum;
- improving access to the physical environment of the school for disabled people;
- improving the delivery of information to disabled pupils.

To this end the Head of School will conduct an audit every year to monitor accessibility and compliance. Action plans to eliminate barriers to accessibility both physical and academic will be generated as a result of this audit. These plans are available upon request and will be implemented, whenever possible, before the next audit or according to timescale set out in the relevant plan.



Parents of pupils and prospective pupils with a disability should advise the School of the nature of the disability and its impact at the earliest opportunity so that the School can consider how best to support the pupil.

The School is also mindful of the need to extend and improve access to all disabled people – not just our pupils. This includes members of our staff, our pupils’ parents, grandparents and carers, visiting members of the public and our pupil’s siblings and friends. Despite the fact that our School is based in a rural location within listed, Victorian, farm buildings we have been able to welcome many disabled visitors – including wheelchair users and people with significantly impaired vision.

**If you experience a difficulty that could prevent you fully accessing our premises or services, please tell us about it so that we can take steps to support you.**

We are also aware that not all disabilities are physical and that children with learning difficulties sometimes have parents who experience similar difficulties themselves. Again, we will put in place support. For instance:

**If you find reading difficult, please tell us about this. We will be happy to support you – for example, by changing the way our documents look, recording audio messages for you or reading things to you.**

It goes without saying that all disclosures made to the School in line with this policy will be regarded as sensitive personal data and treated in the strictest confidence in line with the school’s policy on Data Protection/GDPR.

**This policy was last reviewed in October 2020**

