



# Accessibility Policy and Action Plan

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<b>Approved by:</b> Dave Farley, COO	<b>Date of approval:</b> September 2024
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## Context

The White House School is an Independent Specialist school. We are part of an ethical and progressive organisation that believes it can achieve real change for pupils and their families.

The White House School is situated within BCP local authority and offers a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills. We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning, achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners.

We adhere to the values of **ARC**:

- **Ambition**
- **Resilience**
- **Community**

The White House School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

**SPELL** stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links:

<b>Structure</b>	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
<b>Positive (approaches and expectations)</b>	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
<b>Empathy</b>	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
<b>Low arousal</b>	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
<b>Links</b>	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

## 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities
- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

## Legislation

This policy meets the requirements of the following legislation and guidance:

- [Schedule 10 of the Equality Act 2010](#)
- [Guidance for schools on the Equality Act 2010](#)

## Definitions

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, 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.

## Duties

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. Our vision for our children, who all have Special Educational Needs, is to design and deliver our curriculum and extra-curricular activities around their needs. Inclusion is at the heart of our school community and curriculum framework. We aim to empower our pupils to recognise and harness their strengths, gifts and talents. The school recognises its duties under the Equality Act 2010:

- Not to discriminate against pupils with disabilities in their admission and exclusions, and provision of education and associated services

- Not to treat pupils with disabilities less favourably
- To take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education
- To have and regularly to update an Accessibility Plan which meets the statutory requirements by being in writing and covering the three strands over time.

## Equality Objectives

The school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Lion Works School's equality objectives are:

- To promote the awareness between students, staff and parents of the protected characteristics as set out in the Equality Act throughout all aspects of the curriculum and within targeted sessions of PSHE/RSE
- To foster good relations between people who share a protected characteristic and those who do not
- To robustly challenge inappropriate language and behaviour amongst any group within the school and community; taking any opportunity to educate against hate
- To build/continue to develop an environment where everybody feels safe and safe to challenge others where their behaviour falls short of what is expected within The Lion Works School and the wider community.

## Accessibility Action Plan

The school will consult a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers/guardians, staff and members of the School Board. In formulating the policy and plan, the Senior Leadership Team (SLT) may co-opt additional members whose expertise in any field would be of assistance; the school supports any available partnerships to develop and implement the plan. SLT's terms of reference are:

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- To make decisions with a view to improving the accessibility of its education in its many aspects, to pupils or prospective pupils with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken
- To continue to review the school's Equal Opportunities Policy
- To continue to review the school's Accessibility Action Plan.

The Accessibility Action Plan is written with three key sections in mind. These are:

**SECTION A:** Increase the extent to which pupils with disabilities (including those with special educational needs) can participate in the school's curriculum.

**SECTION B:** Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the school.

**SECTION C:** Improve the delivery to pupils with disabilities of information that is readily accessible to pupils who are not disabled.

The plan will be made available online on the school website, and paper copies are available upon request. The school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

### **Monitoring Arrangements**

This document will be reviewed yearly by the Headteacher, but may be reviewed and updated more frequently, if necessary. This policy will be approved by an Executive Director before being published.

### **Links with other Policies**

This policy and Accessibility Plan is linked to the following policies and documents:

- Equal Opportunities Policy
- Equality Information and Objectives
- Special Educational Needs and Inclusion Policy
- Risk Assessment Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy

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## Appendix 1 - The Accessibility Action Plan 2024 - 2025

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE FOR ACTION	PERSON RESPONSIBLE FOR SIGN OFF	DATE TO COMPLETE ACTIONS BY	RESOURCES AND COST	SUCCESS CRITERIA	DATE ACHIEVED AND SIGNED OFF
<b>SECTION A: Increase the extent to which pupils with disabilities can participate in the curriculum.</b>								
Our school offers a differentiated curriculum for all pupils.	Once we know the specific needs of our pupils, ensure full access to the curriculum is in place.	Ensure all aspects of the curriculum are accessible.	EV/SLT	EV	By February half term.	£££	All pupils can access our school's curriculum successfully	Met February 2023. We created a Sensory Curriculum pathway and mixed-age class to meet the needs of all our pupils.
We use resources tailored to the needs of pupils who require support to access the curriculum.	To continue to adapt these as our pupil cohort grows, in relation to pupil's individual resource needs.	Ensure all required SEND learning resources are in place.	SENCO	EV	Ongoing – as new pupils join the school	£££	Each pupil has the individual resources required to access all aspects of our curriculum.	Met and ongoing
	To recognise that ICT can promote independent accessibility to the curriculum and so the school is proactive in seeking best practice.	To provide computer technology appropriate for pupils with learning disabilities.	SENCO/SLT	EV	September 2023	££££	ICT resources play a valuable and enhancing role within our curriculum.	
To have dyslexic						Pupils with dyslexia and/or		

**Key: In the Resources and Cost column, the following code is used: £ = £0 to £50, ££ = £51 to £500, £££ = £501 to £5000, ££££ = over £5000**

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	and dyscalculia friendly classrooms, with resources readily available for children to access their learning as independently as possible.	Ensure classroom environments and resources are dyslexia and dyscalculia friendly.	SENCO/SLT	EV	September 2023	£££	dyscalculia can access all aspects of our curriculum.	
We deploy TAs effectively to support pupils' participation and encourage independent working.	We match the skills and attributes of our support staff appropriately to our pupils to ensure maximum learning potential.	As the pupil cohort grows, recruit experienced and qualified support staff.	SENCO/SLT	EV	Ongoing	££££	Highly effective support staff are in place to support all pupils.	Met and ongoing
We have a robust programme of CPD, which is reviewed and updated regularly.	To continue to develop a CPD programme to ensure staff are kept aware of the need to offer resources in alternative formats where necessary, and are knowledgeable of the needs of pupils with disabilities and strategies to support them.	Staff training requirements identified (Appraisal) Staff training in staff meetings, guest speakers, link professionals, INSET training.	SENCO/SLT	EV	Ongoing	£££	Staff are confident and conscious of the need to ensure effective learning resources are in place.	Met and ongoing

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Curriculum resources include examples of people with disabilities.	Further enhance and expand our curriculum resources to include a neuro-diversity library.	Research and purchase required books to reflect our school community.	SENCO/SLT	EV	Ongoing	£££	Pupils can relate to the characters they read about in common literature and celebrate neurodiversity.	Met and ongoing.
Curriculum progress is tracked for all pupils, including those with a special need or disability.	Create further data analysis of attainment to reflect the achievements of different pupil groups.	Ensure all teachers have updated the 'Pupil Snapshots' on each SOW to reflect the needs of all pupils.  Staff to ensure their PPT document is kept up to date so termly analysis by the SLT can be conducted	Class Teachers/SLT	EV	Ongoing	£	Attainment analysis provides meaningful data, where trends can be spotted and support measures quickly put in place.	Met and ongoing
Targets are set effectively and are appropriate for pupils with additional needs.	Ensure targets are set and reviewed regularly to allow opportunities for progression.	All staff to ensure targets are being recorded on the central tracking sheet so they can be reviewed by SLT.	Class Teachers/SLT	EV	Ongoing	£	All pupils are familiar with their meaningful targets. SLT are able to monitor pupil progress towards these.	Met and ongoing

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The curriculum is reviewed to make sure it meets the needs of all pupils	Ensure regular HOD/SLT meetings take place to review the curriculum.	Schedule these on to the staff meeting and training programme.	SLT/HODs	EV	Ongoing	£	There is a commonplace practice of reviewing and improving the curriculum	Met and ongoing
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<b>SECTION B: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.</b>								
<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <p>Ramps</p> <p>Corridor width</p> <p>Disabled toilets and changing facilities.</p> <p>Disabled Parking bays</p>	As our pupil cohort expands, ensure full access to the school's physical environment.	<p>Ensure external pathways and steps are accessible to all and hazards are clearly marked.</p> <p>Ensure all wheelchair access ramps are serviceable and meet the 1:15 gradient.</p> <p>When re-decorating corridors and doors ensure</p>	Proprietor	<p>EV</p> <p>EV</p> <p>EV</p>	<p>Sept 23</p> <p>Sept 23</p> <p>Sept 23</p>	£££	<p>Pathways and steps are free from hazards and maintained as part of routine maintenance programme</p> <p>Wheelchair users have access to the building</p> <p>Doors and corridors easily differentiated</p>	Met

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		<p>high contrast between walls and doors to assist visually impaired.</p> <p>Include a changing table as part of the pupil's facilities.</p> <p>Place a sign in the car park to clearly outline which bay is reserved for disabled parking</p>	<p>Proprietor</p> <p>LC</p>	<p>EV</p> <p>EV</p>	<p>Sept 23</p> <p>Sept 23</p>		<p>Pupils have the necessary intimate care resources required.</p> <p>There is a designated parking space for disabled visitors.</p>	
<p>The school environment to be in calming and muted colours to reduce sensory overload for those pupils with sensory needs.</p>	<p>Ensure that new / newly renovated spaces remain in keeping with this calming environment. No use of red or bright, harsh colours within the school or grounds.</p>	<p>To be taken into consideration and acted upon as new spaces are developed.</p>	<p>Proprietor</p>	<p>EV</p>	<p>Sept 23</p>		<p>Our environment is calm and conducive for all pupils.</p>	<p>Met</p>
<p>We ensure sensory resources are freely available for children to access at times when they are feeling dysregulated, or at regular intervals to keep themselves regulated.</p>	<p>As the cohort grows, provide a bank of sensory resources in each classroom, or at least in each Nurture Space.</p>	<p>Source and order sensory resources, as required.</p>	<p>SENCO</p>	<p>EV</p>	<p>Sept 23</p>	<p>££-£££</p>	<p>Pupils following both curriculum pathways have easy access to sensory resources.</p>	<p>Met and ongoing</p>

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<b>SECTION C: Improve the availability of accessible information to pupils with disabilities.</b>								
Our school uses a range of communication methods to make sure information is accessible to both parents and pupils. This includes: Internal signage Large print resources Pictorial or symbolic representations	To provide more information to parents about Special Needs provision and support. To provide and adapt resources on a pupil-specific level, such as: Use of dyslexic friendly font size Use of specialist ICT equipment.	Provide a useful booklet on support services. Make sure these are also clearly signposted to on the school's website.  The school will respond to any requests from parents for alternative formats of learning resources and equipment.	SENCO Therapy team	EV	Sept 23	££-£££	Parents have access to the information necessary to ensure full access to the curriculum for their children. As required, pupils have full access to information which best suits their level of need.	Met and ongoing
Raise awareness with staff of the importance of using a range of communication systems according to individual need.	Look at local training partners to implement specialist training for identified staff.	CPD training to be arranged as required. On-going CPD to include training on a range of issues such as functional use of language, 'Signalong' and managing SALT plans.	SENCO/SLT	EV	Oct 23	££-£££	Staff are trained in, and adopt, a wide range of communication strategies to deliver information to pupils with disabilities.	Ongoing

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