

Charlton House Independent School



'Love One Another'

ACCESSIBILITY POLICY & PLAN

1. 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, staff, parents and visitors

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

Our core values relate to equality and inclusion.

We believe

- that we should love one another
- that all children can achieve
- that every adult is responsible for every child

We are committed to providing an accessible environment which values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

The plan is included in this policy under Appendix A and will be made available online on the school website. Paper copies are available upon request. It will be drawn up to cover a three-year period and updated annually. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships from Portsmouth Diocese and Southampton City Council, to develop and implement the plan. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. 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 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.

Appendix A

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	Charlton House Independent School offers a differentiated curriculum for all pupils and uses resources tailored to the needs of pupils who require support to access the curriculum.	Continue to develop a curriculum to ensure it meets the needs of all pupils.	Long term plans, and medium-term plans for curriculum subjects developed for inclusion.	Teachers SENDCo	Ongoing	A well-differentiated curriculum is in place which supports the needs of all pupils.
	Targets are set for pupils with additional needs.	Ensure targets set are effective and are appropriate for pupils with additional needs.	Review current targets for SEND pupils.	Teachers SENDCo	Ongoing	
	Curriculum progress is being tracked for all pupils, including those with a disability.	Curriculum resources need to include examples of people with disabilities.	Subject leaders to ensure resources include representations of people with disabilities as appropriate.	Teachers SENDCo	July 2020 & Quarterly reviewed	Children with additional needs achieve IEP targets and meet ARE.
	Training is provided for LSAs on how to implement appropriate support strategies e.g. precision teaching.					Resources across the curriculum better reflect disability.

Reviewed and approved by the full governing body Feb 2021

To be reviewed by FGB Feb 2022

Date				
Reviewed by				