

# Charlton House Independent School



**‘Love One Another’**

## ACCESSIBILITY PLAN

**Reviewed and approved by the full governing body March 2023  
To be reviewed by FGB March 2026**

<b>Date</b>	May 2022	March 2023		
<b>Reviewed by</b>	FGB	FGB		

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### 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 mission statement relates 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, 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 will be made available online on the school website, and 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.



AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase the extent to which pupils with additional needs can participate in the curriculum	<p>All adults build positive relationships with all pupils, particularly those with SEND.</p> <p>All children, especially those with SEND, are encouraged to participate in foundation areas of the curriculum (e.g. music, drama, PE).</p>	Celebrate further the strengths of pupils with SEND.	Edit MSP templates to include strengths in all areas of school life (academic and pastoral).	SENDCo	Ongoing	
		All staff to fully understand the needs of pupils with SEND.	Cycle of SEND training.	SENDCo	Ongoing	
		The attainment gap between pupils with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able).	All staff to be trained in the theory and impact of the Graduated Approach.	Senior Teacher  SENDCo	4/7/23	

<p>Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided</p>	<p>The majority of the site is physically accessible for people with disabilities.</p>	<p>Pathways around the setting and parking arrangements are safe, easily accessible and well signed.</p>	<p>Additional car park needs further lighting (to be improved).</p>	<p>Headteacher Site manager</p>	<p>04-07-24</p>	
<p>Improve the availability of accessible information to disabled pupils, staff, parents and visitors</p>	<p>Website is presented in an accessible and family-friendly way. SEND information is published and made accessible.</p>	<p>Improve communication channels and two-way information sharing with families.</p>	<p>Consider making information available in a variety of languages (as appropriate).  Consider making information available in a variety of formats (including 'easy read' , large print etc.)</p>			