

1. Purpose

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.

2. Our Values and Ethos:

Howard House School believes that all children have a right to education and exists to provide educational opportunities of a high standard to pupils whose education has been interrupted by mental or physical ill-health or pregnancy.

Howard House School recognises the benefit of helping pupils reach their educational potential not only in preparing them for adult life, but in the therapeutic process of intellectual and emotional development and/or recovery. We endeavour to ensure that educational disadvantage is minimised by providing structured and appropriate education in liaison with home schools, in a caring environment.

To enable children and young people to continue their education whilst unwell and to aid recovery by involving them in purposeful activities at a level of engagement and challenge appropriate to their changing individual needs.

3. Aims:

- To provide a safe, welcoming, accepting and nurturing environment where learning takes place and where education is interpreted in the context of multi-disciplinary working.
- To provide an appropriate broad and balanced high-quality curriculum, mirroring where possible, mainstream education and linked as far as practically possible to the young person's previous learning experiences.
- To contribute to the physical and psychological recovery of the children and young people by working closely with parents/carers and the wider multi-disciplinary team.
- To support the young people in their re-integration with education by facilitating their transition back into mainstream provision or other further education/ employment where appropriate.

We will achieve this by:

- Improving the educational experiences of all our pupils and by recognizing and celebrating the achievement of both staff and pupils
- Providing a stimulating learning environment in which the team of highly skilled staff deliver quality, well-resourced teaching to meet the needs of all pupils
- Working in partnership with parents, governors, the Local Authority, stakeholders and the wider community
- Valuing the entire school community, promoting well-being and encouraging spiritual, moral, social and cultural development in an atmosphere that fosters the growth of respect and responsible behaviour

- Ensuring a safe, secure and supportive environment that allows pupils to become more independent and resilient, where they can be happy and enjoy learning

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

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 to develop and implement the 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, including staff and governors of the school.

4. 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.

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.

Physical environment: All students are given the opportunity to participate in a range of in-class and extra-curricular activities where appropriate. Some aspects of extra-curricular activities may present challenges, for example: lunch and break times for students with social/interaction impairments, after-school clubs for students with physical impairments, school trips for students with medical needs. However, adjustments are made to allow participation where practicable.

Location	Current Situation	Item to improve	By when?	Cost
Reflection Room	The room has been unused and has no furniture.	To paint and change carpet. To furnish.	December 2021	£1000.00

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English Toilet	The room is unused and outdated.	To paint and improve fittings.	February 2022	£2000.00
Meeting Room	The room is unused and outdated.	To paint and improve fittings.	January 2022	£2000.00
Lighting	The lighting is adequate – but we feel could be further improved	To assess lighting and change – so there are no dark spots.	September 2022	TBC

Curriculum: Reasonable adjustments can be made to allow access to the curriculum for students with a disability. This may require, for example but not exclusive to, additional practical aids including access to IT, alterations in delivery and access to assessment aids, such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carer and the relevant teams supporting the pupil.

Action	Process	Outcome	Responsibility	Impact
CPD to raise staff awareness of disability.	Audit needs from PM.	Staff meet SEND students' needs in curriculum.	LME	Increased access to the curriculum.
Out of classroom activities ensure participation for full range of students.	Audit of classroom activities and check compliance with current legislation.	Compliance with current legislation.	HRE	Increased access to out of lesson activities
Ensure classroom is organised to promote the participation and independence of all students.	Review layout of furniture and equipment to promote learning.	Lessons start on time – no need to make adjustment to accommodation.	ASU	Time appropriately spent in lessons.
To deploy TA effectively to ensure full participation and engagement.	Review student needs, Ensure staff skills matched to student needs.	Student needs met through effective deployment of skilled TAs.	ASU	All students supported.

Information: As the majority of information is directed home via students and emails, it may be necessary that different forms of communication are made available to enable all SEND students and their parents/carers to access the information in a format appropriate to them. This will be discussed with all parties involved. Pupil and parent voice is important in order to provide a platform for all involved in the care of the pupil to express their views and to hear the views of others. Access to information is therefore discussed, planned, and reviewed with a range of different formats available for disabled students, parents/carers, and staff.

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Action	Process	Outcome	Responsibility	Impact
Provide copies of SEN information to parents.	Parent focus group feedback on presentation and readability.	SEN information restructured and made available on school website	LME	SEN information is accessible to parents and carers
Improve delivery of information to SEND students and parents of information which is provided in writing.	Advice from physical sensory service and language support service. <ul style="list-style-type: none"> • Identify most user friendly formats and language • Identify materials • Identify providers of translatory services • Information about school available in large print or e copy on request. 	Improved provision of information.	ASU LME	Students, parents and carers able to access information in different formats.