**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

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 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 minimized 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.

**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.

**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.

|  |  |
| --- | --- |
| **The physical Environment** | **Action that could be taken to make reasonable adjustments** |
| Access to the building. | Ramps are already available to ensure access to the building is available to all pupils who may attend our school. |
| Movement around the building | The school is on the first floor of the building. The following are considerations for teaching;* A classroom on the ground floor.
* Reopen the service the lift that is currently out of use due to health and safety of current pupils and residents.
 |
| Wash room facilities | There are bathroom facilities on both floors of the school. A designated disabled bathroom could be put in place. |
| Classroom environment | The classroom environment is one of very small groups. Furniture etc. could be moved to make easier access and regress from the room.A quiet room is already available for our pupils that require a quiet space during the teaching day. |
| Teaching aids | Interactive teaching boards are already available.Guided by EHC Plans and parents on what individual needs are these could be considered and according to making ‘reasonable adjustments’. |
| Signage that is clear | The school has signage that is clear for pupils. This would be reconsidered as appropriate to individual students needs at time of considering admission and guided by EHC plan and parental  |
| Staff Training | Training could facilitate better understanding of particular disabilities in teaching environment. |

**Curriculum**

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum.

We plan our off site activities in a way that all pupils can participate.

We use language that does not offend and strive to ensure pupils and staff are aware of the use of language.

The school reviews regularly to resources available and what is required to best meet the needs of our students.

Adjustments can and are made to individual leaning plans in conjunction with EHC Plans.

**Action Plan**

|  |  |
| --- | --- |
| **The Curriculum** | **Action that is and can be undertaken.** |
| Future Planning for individual students. | Individualised plans for teaching at pre admission stage to ensure needs are met and reasonable adjustments are made.Consultation with pupil, professionals and parents to ensure individual learning needs are met.Individualised timetables for pupilsNurture group teaching provision in conjunction with individual teaching plans.Teaching staff to be well informed on individual pupils and their learning needs. |
| Off - site learning trips | All pupils to have risk assessments to ensure access to school trips is sae and compatible with learning programmes. |

Other facilities / provision including access to information:

* The school has a can do ethos and positive approach
* Open door policy in our school
* Educational Health Care Plans
* PEP’S
* IEP’s
* Reward / Incentive system
* Outdoor Activities
* Appropriate experienced teaching staff

To be read in conjunction with:

* Special Educational Needs and Disability Policy
* Teaching and Learning Policy
* Health and Safety Policies
* Behaviour Policy
* Anti- Bullying Policy
* Safeguarding Policy