



Carleton House

Preparatory School

Accessibility Plan 2022-25

DATE OF POLICY:

January 2022

To be reviewed January 2025



Accessibility Plan for 2022-2025

Mission Statement

“We Live, Love and Learn with Jesus”

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.

Definition of special educational needs

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and are
- under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Carleton House has adopted this Accessibility Plan in line with the school's Special Educational Needs Policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our Special Educational Needs Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Objectives

Carleton House is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Carleton House Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. An access audit has led to the setting of the following required actions. These actions may change over the time frame of this plan, with actions completed and new actions required. It will be updated accordingly.

Accessibility Plan and Actions 2022-2025

Item	Action	Timescale	Cost
Health and Safety Consultants employed	Advice given and followed to ensure accessibility arrangements to in line with statutory guidance	Ongoing – monthly visits	£2,640
Fire Risk Assessment Completed	Annual Inspection	Ongoing - annually	Inc in H&S consultants fees
Fire Escape	Bi annual inspection	Ongoing - Biannually	Circa £2000
Health and safety Audit Completed	Annual External Audit completed	Ongoing - annually	Inc in H&S consultants fees
Classroom checks	Caretaker and teachers to monitor rooms and report any health and safety concerns. All areas to remain free from clutter to allow easy and safe access around the building and outside.	Ongoing	NIL
Physical space and curriculum resources	Classroom and resource audit to ensure equal access and opportunity for all pupils, undertaken annually	Ongoing	Variable covered by appropriate budgets
CPD in SEND	Provide opportunities for CPD for staff to cover all aspects of equality and inclusion both in and out of school or on school trips.	SENDCo and SEND HLTA and other staff as appropriate.	Variable covered by appropriate budgets £4k in total funded out of school budgets
Identification of specific training matched to pupils needs	Ensure staff are suitably trained to safely and effectively manage the specific identified needs of all pupils	Ongoing	Variable covered by appropriate budgets
Provision of specialist resources	Analyse individual need, access to technology, visual, writing aids, access to materials	Class teachers and SENDCo SEND HLTA	Variable covered by appropriate budgets
Paperwork and policies available in alternative formats upon request	Ensure all stakeholders are aware that alternative formats are available for all documents	Ongoing	Cost of printing
Provision of specialist resources	Analyse individual need, access to technology, visual, writing aids, access to materials	Class teachers and SENDCo SEND HLTA	Variable covered by appropriate budgets
Physical space	Classroom and resource audit to ensure equal access and opportunity for all pupils, undertaken annually	Ongoing	Variable covered by appropriate budgets
Building works planned for replacement for existing conservatory	Buildings committee to discuss with architect	Planned Easter 2022	TBC Estimate £350k
Planning permission granted for new EYFS build on ground level	Fully accessible ground level purpose built EYFS department.	Within 5 years.	To go to tender