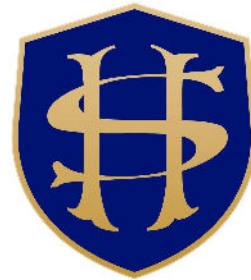


This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



**Sherborne
House**

Enquiring Minds, Extraordinary Stories.

Sherborne House School Accessibility Plan April 2018 - July 2024

This policy applies to all pupils in the school, including EYFS

Created	April 2018
Revised	1st September 2023
Date for revision	July 2024

The school's Context and Aims:

Sherborne House School is an independent school for boys and girls, age range 6 months to 11 years. The school comprises of several buildings that are either of one or two storey construction.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DFES 0774/2001)
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2002)
- Code of Practice for Schools (Disability Rights Commission)
- SEN and Disability Act
- Equal Opportunities Act 2010
- ISI inspection

The Aims for our school, which provides the basis for development planning for inclusion:

Sherborne House School embraces a partnership between the school and home. It offers each pupil the opportunity to grow in knowledge and independence, allowing pupils to achieve their personal best.

We believe that every individual has a right to be part of a community where each pupil is valued and respected for their own worth irrespective of race, colour, creed or ability. The children will be helped to appreciate that they are members of the wider community in its richness and diversity.

Our curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

Targets	Action/Roles	Resources	Timeframe	Outcomes/Success Criteria
Making the curriculum accessible:				
<p>1.To be an inclusive school, offering a broad and balanced curriculum to all pupils, irrespective of attainment or impairment</p>	<p>Information booklet for staff regarding disabilities to be kept updated.</p> <p>Teaching staff to consider a range of teaching strategies.</p>	<p>To provide each member of staff with a book explaining additional information on disabilities e.g. PDA and how to deal with them in the classroom.</p> <p>Advice from outside agencies on supporting specific disabilities will be disseminated to all relevant staff.</p> <p>Staff meetings given by SENCo to keep staff up-to-date with possible strategies</p>	<p>On-going where new staff join SHS and new information/advice is given.</p> <p>Long term ~ To be completed as appropriate as we receive children with disabilities and new difficulties become apparent.</p>	<p>Children with disabilities are fully included in all aspects of school life.</p> <p>Teachers and Teaching Assistants use a greater range of strategies to enable all pupils to access the curriculum.</p> <p>Teachers and SENCo follow SEN Code of Practice 2014 to ensure that child with disabilities are appropriately supported and able to achieve to the best of their abilities.</p>
<p>2. To purchase specific equipment as advised by outside agencies to support children with disabilities</p>	<p>Advice regarding equipment should be considered in purchasing to maximise inclusion for children by SENCo and staff.</p>	<p>Catalogues/internet for prices on equipment.</p>	<p>On-going</p>	<p>Children with disabilities have improved support/independence/ progress due to range of equipment available</p>
<p>3. To ensure, as far as it is commensurate with Health and Safety factors, that school visits are made</p>	<p>Further training for staff on SEN Code of Practice.</p>	<p>Advice from Health and Safety Officer to be sought when considering school trips for disabled pupils; risk</p>	<p>On-going</p>	<p>All children are included in school trips, as far as Health and Safety factors allow, with extra supervision as necessary.</p>

accessible to all pupils irrespective of attainment and impairment.		assessment forms to be completed. Site visits to be undertaken by relevant teaching staff and, if necessary, school SENCo.		
4.To ensure that the curriculum is delivered using the most appropriate formats to allow full access for disabled pupils.	IEP targets and strategies used by teaching staff for all lessons, as required, and understanding of additional time requirements planned for.	SEN information available to all staff; relevant and updated and staff reminded where to access information.	On-going	Classroom monitoring completed by SENCo and indicates differentiation in place targeted at SEN/disabled/other nominated pupils as appropriate.
Targets	Action/Roles	Resources	Timeframe	Outcomes/Success Criteria
Making the curriculum accessible:				
5. To give pupils access to positive images of adults and children with disabilities.	To audit the library resources and order relevant books as necessary. Invite a visiting speaker to the school who may have achieved a difficult goal within society despite a disability. To include lessons/assemblies on disabilities in Citizenship.	New library books on various disabilities. Books/images to use within lessons of PSHE and citizenship.	Long term Medium term/ongoing	Pupils express and demonstrate a positive and inclusive attitude to people with disabilities. Pupils with disabilities understand that their goals can be achieved.

Making the physical environment accessible:				
6. To ensure that the physical school environment is as safe as possible	Risk assessment to be carried out for a specific child with agreement of parent{s}, teaching staff, SENCo, outside agencies and Headteacher	As considered necessary for the safe environment of each individual.	Short term; review to be on-going	Individual children are as safe as possible when moving around the school environment; accidents are reduced
7. To improve access to designated areas, as required, over time.	To continue to physically audit the school in designated areas in accordance with advice from outside agencies To seek guidance on correct colours to use, in a rolling programme of redecoration.	Group of adults/children both able-bodied and disabled (as required) Advice from RNIB and other bodies offering advice on colour schemes	Short term. Long term (as required)	Pupils are able to physically access the designated areas of the school without experiencing barriers. Children with visual impairment are able to access environment to the best of their physical ability.
5. To improve sound quality for children suffering hearing loss.	To investigate the addition of hearing loops for children with whom this is advisable.	Advice from pupil's specialist report, audit school acoustics/environment by specialist companies	Long term (as required)	Pupils are able to access the information given by teachers in a variety of environments e.g. in the classroom, school hall etc.
6. To ensure visually impaired visitors to the site feel welcome and are able to gain the information they require.	Staff are trained in disability etiquette and awareness to provide appropriate support to visitors as necessary.	Appropriate training ~ to be sought on a needs basis.	Long term (as required)	Visitors express positive comments regarding how welcome they feel and how they are able to gain required information.
7. To ensure safe emergency evacuation of disabled pupils, staff or visitors on site	A PEEP (Emergency Egress Plan) to be written by the Health & Safety Officer and SENCo and all staff made aware of the plan and given	PEEP to be written in accordance with fire officers and any other service deemed necessary for the specific disability.	Long term ~ a PEEP to be written as required as the pupil's classroom may/will alter ~ therefore PEEP	Safe and quick evacuation is possible for a disabled pupil, staff or visitor.

	necessary training. Practise for the pupil/staff will be required.		to be address on a regular basis.	
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Targets	Action/Roles	Resources	Timeframe	Outcomes/Success Criteria
Making information accessible:				
6. To plan strategies for making information for pupils and parents available in different formats.	To consider alternative ways of presenting information e.g. admissions forms, worksheets, letters and links on the school website etc. E.g. in large print, on coloured paper or using an audiotape if necessary	Services available to schools for converting written information	Long term (as required)	Information for pupils and parents is made accessible in different formats when necessary or when requested.