

## Willow House School 3 Year Accessibility Improvement Plan

Willow House School is fully committed to improving: the fabric of each of its school buildings to improve its overall accessibility; access to the curriculum and access to information. This is done through the plan outlined below and is reviewed on an annual basis.

**School name:** Willow House School

**3-year period covered by the plan:** 2023 - 2026

### Introduction

Ofsted guidance to Non - Association Independent Schools refers to *duties under schedule 10 of the Equality Act 2010* and provides the following information weblinks :

- Schedule 10 of the Equality Act 2010 (legislation); [www.legislation.gov.uk/ukpga/2010/15/schedule/10](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10).
- Equality Act 2010: advice for schools (departmental advice); [www.gov.uk/government/publications/equality-act-2010-advice-for-schools](http://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).
- Paragraph 44 of Keeping children safe in education (statutory guidance) (September 2019) [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2).

**Willow House School recognises that it has a duty to comply with the requirements of Schedule 10 of the Equality Act 2010. Schedule 10 relates to accessibility. Paragraph 3 of schedule 10 requires that schools have an accessibility plan in place and defines an accessibility plan as follows.**

3(2) An accessibility plan is a plan for, over a prescribed period—

3(2)(a) increasing the extent to which disabled pupils can participate in the school's curriculum,

3(2)(b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

3(2)(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

**Disability is defined in section 6 of the Equality Act 2010 as follows.**

(1) A person (P) has a disability if—

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

(2) A reference to a disabled person is a reference to a person who has a disability.

This plan sets out the proposals of the Directors of the Willow House School to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

### **The school's context**

**We are** an independent school for girls and boys age range 6yrs to 14yrs. The school comprises of one single storey building attached to Ivy Cottage care home, and includes a separate outdoor space.

### **The school's aims**

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- students will be helped to appreciate that they are members of the wider community in its richness and diversity
- the curriculum provides a setting in which all students have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

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

- SEN & Disability Act 2001
- Special educational needs and disability code of practice : 0 to 25 years (2015)
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **Executive Headteacher**
- **Head of Education**
- **Lead Teacher**
- **Staff**
- **Finance Manager**

<b>1. Planning Templates 1-3 Starting points</b>
<b>1A: The purpose and direction of the school's plan: vision and values</b> <ul style="list-style-type: none"><li>● Willow House School is fully committed to improving the fabric of its school to improve its overall accessibility; access to the curriculum and access to information. This is done through the plan outlined below and is reviewed on an annual basis.</li></ul>
<b>1B: Information from pupil data and school audit</b> <ul style="list-style-type: none"><li>● The PAN of the school is 10 children</li><li>● Children must be resident at Ivy Cottage care home</li></ul>
<b>1C: Views of those consulted during the development of the plan</b> <ul style="list-style-type: none"><li>● Kelly Swallow – Lead Teacher</li><li>● Leanne Hurd - Head of Education</li><li>● Jenny Illsley – Executive Headteacher</li></ul>

## **2. The main priorities in the school's plan**

### **2A: Increasing the extent to which disabled students can participate in the school curriculum**

Current provision:

- Individual Education Plan
- Intervention Programme based on IEP
- Minimum 1-1 Classroom support
- Writing Frames
- Differentiated Worksheets
- Adapted National Curriculum to suit individual's needs
- Involvement of Educational Therapist
- Involvement of Therapeutic Parents

Itemised actions for completion by September 2024 at the latest:

- To comply with the Equality Act 2010.
- To ensure collaboration and sharing between school and families.
- To ensure collaboration between all key personnel.
- CPD for staff and: A differentiated curriculum with alternatives offered.
- A range of support staff including trained teaching assistants
- Multimedia activities to support most curriculum areas
- Use of interactive ICT equipment.
- SENCO/Class teacher meetings/Pupil progress
- Scrutiny of assessment system
- Regular liaison with parents
- Outside play equipment

### **2B: Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:**

Current provision:

- Classrooms are on ground floor
- Toilets are located within school
- Students transported to various physical activities

Itemised actions for completion by September 2024 at the latest:

- The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.
- To liaise with external agencies, identifying training needs and establish individual protocols where needed.
- School to continue to have strong links with schools in the Local Authority and the wider community.
- Create access plans for individual disabled children as part of IEP process.
- To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.
- Work towards Healthy Schools and Eco-schools targets.
- Installation of playground equipment e.g. Climbing Frames, Sandpit etc. by September 2024
- Development of outdoor facilities to provide sensory and regulation activities by September 2024
- Specially adapted motor vehicles (Wheelchair) to be implemented – as required

- Provide adapted furniture depending on particular needs – as required

**2C: Improving the delivery to disabled students of information that is provided in writing for students who are not disabled:**

Current provision: Please bullet point

- Regular communication with parents.
- Regular parental communication.
- Individualised multi-sensory teaching strategies.

Itemised actions for completion by September 2024 at the latest:

- Investigate symbol software to support learners with reading difficulties.
- Auditing signage around the school to ensure that is accessible to all is a valuable exercise.
- Information collected about new children. Annual reviews · IEP meetings · Medical forms updated annually for all children · Personal health plans · Significant health problems – children's photos displayed on staff room notice board/info kept in a separate file in the staffroom.
- To ensure all documentation can be provided in alternative formats such as audio, large print, Braille or Dyslexia friendly by January 2024
- Record keeping system to be reviewed.

**3A: Getting hold of the school's plan**

The accessibility plan is available on the school website and printed copy is available within the school site.

The school can provide the plan in an alternative format if requested.

Date approved : January 2023

Date last reviewed : January 2023

Next review (or before) : September 2025

Signed : 

Position : Executive Headteacher