



CHARLTON HOUSE — Catholic Prep —

Nurturing excellence, embracing
communities and inspiring futures

Accessibilty Plan and Policy

Reviewed and approved by the full governing body March 2023
To be reviewed by FGB June 2026

Date	May 2022	March 2023	June 2026	
Reviewed by	FGB	FGB	FGB	

Content

1.	Aims	1
2.	Legislation and guidance	1
3.	Action Plan	5 & 6
4.	Monitoring arrangements	7

1. Aims

Charlton House Catholic Prep aims to ensure that all pupils, staff, parents and visitors, regardless of disabilities or learning needs, have equal access to the School. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and celebrate inclusion.

Our mission statement relates to equality and inclusion. We believe:

- that we should love one another
- that all children can achieve
- that every adult is responsible for every child

All stakeholders at Charlton House recognise the following duties placed on them as stipulated in the Equality Act (2010):

- To make reasonable adjustments for disabled pupils, so that they are not at a disadvantage
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- To increase the extent to which disabled pupils can participate in the school curriculum

Charlton House will resource, implement and review the accessibility plan as necessary. This plan will be monitored and evaluated by the board of governors on an annual basis. The plan attached sets out the school's proposals for increasing access to education for disabled pupils.

Physical environment:

Accessibility in certain areas of the School is constrained by the age and layout of the buildings. It is the School's policy to provide access to every area of the site, where this is possible. There are disabled toilets on two different levels. All rooms and classrooms are accessible.

In other areas of the school, adjustments can be made to accommodate pupils or members of staff with disabilities.

Access to the Curriculum:

The Head works with the SENDCo to ensure that pupils are able to participate in the school's curriculum regardless of disability or SEN. If notified of a pupil's specific needs, adjustments can be made to increase a pupil's participation in their learning. Advice will be sought from any specialists working with the pupil to ensure participation is appropriate and as full as possible.

Access to Information:

The school aims to improve the delivery of information to disabled pupils and those with SEN, by considering the needs of individual pupils and tailoring provision accordingly. Cases are looked at on an individual basis according to need.

2. Legislation and guidance

The Equality Act (2010) defines a 'disability' as when a person has 'a physical or mental impairment which has a substantial and long-term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'Special Educational Needs' (SEN) in the SEND Code of Practice (2015) and the Children and Families Act (2014), but not all pupils are disabled by their SEN and vice versa. 'Disabled pupils', for the purpose of this policy, refers not only to those pupils with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'.

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.

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](#).

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase the extent to which pupils with additional needs can participate in the curriculum	All adults build positive relationships with all pupils, particularly those with SEND. All children, especially those with SEND, are encouraged to participate in foundation areas of the curriculum (e.g. music, drama, PE).	Celebrate further the strengths of pupils with SEND.	Edit MSP templates to include strengths in all areas of school life (academic and pastoral).	SENDCo	Next review	-Pupil passports are in place and have been used since Sept.23
		All staff to fully understand the needs of pupils with SEND.	Cycle of SEND training.	SENDCo	Ongoing	Most recent training Nov. 24
		The attainment gap between pupils with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able).	All staff to be trained in the theory and impact of the Graduated Approach.	Senior Teacher SENDCo	Next review	

		To ensure that all students are able to access adaptive classroom equipment (e.g. laptops) which meets their individual needs.	All pupils in KS1 & 2 have their own device. Children with barriers to writing are given increased opportunities to use laptops to produce lesson outcomes.	Senior Teacher SENCo	Next review	
Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided	The majority of the site is physically accessible for people with disabilities.	Pathways around the setting and parking arrangements are safe, easily accessible and well signed.	Additional car park needs further lighting (to be improved).	Headteacher Site manager	Next review	
	There is access to all floors within the building.	There is a chairlift from the ground floor to levels 1 & 2.	The chairlift is currently not needed and therefore is turned off. Before use it would need to be serviced, this could be done within 24hrs.	Head Teacher Site Manager	Next review	

			Ramps are available to access the -1 level via the playground.			
	Access to the woodland and Forest School will be difficult, especially in the winter.	There is one accessible point to the woodland, however when the ground is wet this may hinder access.	Investigations into a pathway with handrail from the White House to the woodland should be undertaken to improve access.	Headteacher Site Manager Resources Committee	Next review	
Improve the availability of accessible information to disabled or EAL pupils, staff, parents and visitors	Website is presented in an accessible and family-friendly way. SEND information is published and made accessible.	Improve communication channels and two-way information sharing with families.	Consider making information available in a variety of languages (as appropriate). Consider making information available in a variety of formats (including 'easy read' , large print etc.)	Head Teacher Website technician	Next review	Currently working on new prospectus which will be available in several languages, eg Russian (October 2024)