

Chesham House School
ACCESSIBILITY PLAN

This accessibility plan applies to:

- the whole school along with the out of school care including extra-curricular activities and all other activities provided by the school, including those outside the normal school hours;
- proprietors, all staff (teaching and support staff), students on placement and volunteers working in the school.

Availability:

- This policy is made available on request from the school office. It is also available to staff on Cambian Point.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:



Rebecca Smith
Headteacher

Date: September 2025

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Introductory statement

We are committed to providing an environment which values and includes all pupils, staff, parents/guardians/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Pupil Profile

Our school provides for those with Social, Emotional, Mental Health difficulties, as well as other needs or diagnoses, including mental health, ADHD, ADD, and other difficulties. Most of our children are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however most of our pupils will range between 10-18 years of age. Some of our students will have a Statement of Special Educational Needs or an Education Health Care Plan. Others may be undergoing therapeutic assessments. Chesham House school is committed to continue to adjusting reasonably to allow disabled pupils to access educational provision at our school. We anticipate that the ability range of the children is on a continuum from those with moderate learning difficulties through to gifted and talented.

Background:**Chesham House School layout and facilities**

The school has three floors. The following facilities include: classrooms, a kitchen, outside areas and offices. There is access for disabled children and adults on the ground floor.

We welcome children where we are able to provide appropriate provision to manage their disabilities and enable them to become as personally adequate, socially competent and independent as their potential will allow. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school in the following areas. We are determined to further develop our expertise and facilities to meet the needs of these children. This is especially relevant as local authorities would choose our school because we are able to provide appropriate support for children and young people in Key Stages 3, 4 and 5.

Targets:

Our targets are:

- to always look for and consider ways to increase the extent to which disabled pupils can participate in the school curriculum;
- to have in place contingency plans for pupils who have returned to school after an accident or illness, enabling them to have full access to the curriculum;
- to continually aim to improve the physical environment in order to increase the extent to which disabled pupils can take advantage of education and associated services;

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- to improve the delivery of written information to pupils, staff, parents/guardians/carers and visitors with disabilities, whenever required.

Strategies:

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Admissions Policy
- Disability Policy
- Health and Safety Policy
- Special Educational Needs Policy.

Special Educational Needs - Code of Practice

It is opportune that this school provision coincides with the implementation of major reforms with regard to children and young people with special educational needs. We have a SENCO who has the knowledge and skill to ensure that those on role in our school are provided with an appropriate educational programme to which they can respond maximally. We fully appreciate the challenge ahead but are determined to fulfil this broad aim along with the specific objectives required for each child to make it a reality. We are determined to stay at the cutting edge of provision for children and young people who are placed in our school.

The Plan is to be monitored through yearly reports to the Proprietor. We ensure ongoing liaison with organisations that are able to offer specialist advice and training and complete an accessibility audit to identify where physical, curriculum and communication adjustments should be.

Timeframe

- Links with disabled groups and organisations, along with those able to offer specialist advice, are to be ongoing;
- Continued Professional Development will be prioritised and ongoing.

Anticipated Outcomes

- Adapted, curriculum, electronic or other materials;
- Modified teaching delivery;
- Provision of additional services, if they are to be required, such as electronic and hard copy information being in the parent's/guardian's/carer's first language and in braille if required.

Success Criteria

- Anticipated Outcomes in Place, with the school over the next three years being wholly accessible in curricular, premises and communication terms to all the people who may be served by it.

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Welcoming and Preparing for Disabled Pupils

Where it is practicable we make reasonable adjustments to enable prospective pupils to take up a place at the school and satisfy the current admissions criteria. The school is committed to providing these reasonable adjustments. In order to meet the needs of disabled pupils, the school requires full information. The school asks all local authorities seeking admission for a child to the school to disclose whether the young person has any disability or other condition or educational need of which the school should be aware. In assessing a pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

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