Name of Policy:	**Accessibility Plan: July 2025 – July 2028** **(for the whole school, including EYFS)**
GHS Policy Number:	5
ISI Regulation:	Quality of education provided (Part 1) Welfare, health and safety of pupils (Part 3)
	Equality Act 2010
Linked Policies:	Learning Support Equal Opportunities Admissions Behaviour (including Anti-Bullying and Exclusions)
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Date of review:	July 2025
Date of next review:	July 2028

Introduction

This policy and plan refer to pupils and prospective pupils, visitors, parents and carers, including those with Special Educational Needs. It demonstrates how we develop each of the three strands (curriculum, physical environment and delivery of information) such that disabled pupils not treated unfavourably and the reasonable steps we take to avoid putting disabled pupils at a disadvantage in matters of admission and access to the curriculum.

The Equality Act's definition of a disability has a 'broad meaning'. A disability is a physical or mental impairment that has a substantial and adverse effect on your everyday life. Impairments include 'long term physical conditions' like diabetes and asthma. It also includes mental health conditions such as depression and bipolar disorder, learning difficulties such as dyslexia and learning disabilities such as autism and Down's syndrome. Also included, in some circumstances, are people with cancer and multiple sclerosis. A person is disabled if he or she suffers from a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. In most cases, a disability will have lasted, or be likely to last, 12 months or more.

Where a tendency to physically abuse others is part of a disability, for example an autistic child who is violent towards a member of staff, the school will make reasonable adjustments through its Behaviour Policy to avoid putting that pupil at a substantial disadvantage.

This Accessibility Plan covers the period from July 2025 – 2028 (three school years). The plan will be kept under review during this period and will be revised as necessary.

Aims & Ethos

The main objective for Garden House is to reduce and eliminate barriers to access the curriculum and extra-curricular programme. Disabled pupils and adults are not discriminated against and reasonable adjustments are made to ensure inclusivity. Positive attitudes are promoted towards disabled people and the school aims to meet their needs, ensuring reasonable adjustments are offered.

Garden House aims to offer the highest quality of teaching and learning and to support all pupils to pursue academic and personal excellence. We have high expectations of all 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 appreciate the contribution that pupils with Special Educational Needs and/or disabilities (SEND) can bring to school life. Garden House treats its pupils and applicants fairly and has a duty to make reasonable adjustments for pupils and applicants who are disabled, under the Equality Act 2010, when they are at a substantial disadvantage compared with pupils who do not have disabilities.

Our approach to Special Educational Needs and/or Disabilities is summarised as follows:

- We identify the barriers (physical, management and resource) that disabled pupils/visitors/parents/members of staff may encounter in all aspects of school life.
- We plan to overcome these barriers over time and record proposed actions in the Accessibility Plan.
- We implement changes in accordance with the plan.
- We review and update the plan on a regular basis.

Admissions

We have an Admissions policy, (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school. Garden House School is not academically selective.

Admissions Policy in relation to SEND

Garden House is fully committed to inclusivity and to giving children the best possible start in life. Irrespective of any special educational needs or disability, we consider all children for admission to the school who have the ability to access our curriculum.

Children whose SEND are suited to the curriculum are welcome provided we have the appropriate resources and facilities to provide them with the support they require.

Before a place is offered at Garden House (and preferably prior to application):

- Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. Garden House reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known, or suspected, SEND circumstances.
- Based on such disclosure, Garden House will confirm whether or not it is able to fully meet the needs of the child.

Where a child's SEND is identified, or develops, **after** the child has started at the school, we will endeavour to continue to support the child as long as:

- We have the appropriate resources and facilities to provide them with the support they require; and
- We believe it is in the best interest of the child and of the school community for the child to remain at Garden House.

Where, in our judgement, either of these conditions no longer apply and after consultation between Garden House and the child's parents, we reserve the right to withdraw the place at Garden House. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

Learning Support

The Learning Enrichment and Development department (LED) is run by the SENDCo, who oversees the staffing and running of the department. A number of full and part-time specialist teachers are employed in the department, and they are qualified to screen and teach pupils with specific learning difficulties, such as dyslexia, dyspraxia, dyscalculia, ADHD.

The SENDCo is based in the LED Room and works closely with the SLT, class teachers, teaching assistants and parents. The SENDCo oversees the assessment of the needs of children with SEND and plans appropriate support and interventions to support their needs. She organises and liaises with a range of external professionals and outside agencies to ensure that the advice and planned strategies recommended by the professionals are implemented and reviewed. The SENDCo liaises with staff regularly and monitors the progress that pupils make in their termly assessments and everyday class work.

Our staff review their teaching strategies regularly to ensure that any potential barriers to learning and participation are removed for disabled pupils. We support our teaching and non-teaching staff with a programme of training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and pupils and we ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Physical Environment and Access

Physical accessibility is kept under regular review. Whilst the internal layout of the building was relatively recently designed, we are still restricted by limitations imposed on historic buildings. Within these limitations, we ensure that our premises are physically accessible as far as possible. A ramp can be used to enter the main site on Turks Row and there is a lift up to the second floor. A pupil, or member of staff, who needs wheelchair access to the school would not be placed in a classroom on the third floor. Risk assessments are carried out for children who sustain injuries during the course of the school year and adjustments are made accordingly.

For visitors and parents to the site, accessibility requirements are taken into consideration and adjustments made accordingly. For example, a parent in a wheelchair would have meetings organised in a room on a lift-accessible floor.

Provision of information

We will ensure that information will be provided to parents in different formats if necessary, for example in large print.

The following Action Plan is written as a result of continuous monitoring of the above and relates to Schedule 10 of the Equality Act 2010.

Schedule 10	**Description**
3 (2) a	Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the schools' curriculum.
3 (2) b	Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.
3 (2) c	Improving the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

All requests for additional resources/adjustments are discussed with our Bursar.

Aim 1: To increase the extent to which disabled pupils (including those with learning difficulties) can participate in the schools' curriculum. ***(Schedule 10, 3(2) a)***

Target	Strategy	Responsibility	Timescale	Evidence of success
Support children who need to access laptops for writing tasks.	Provide iPads and laptops that are linked in with the school IT system that can be accessed within the school environment.	SENDCo, Bursar and IT specialist	Introduced December 2018 and ongoing	Children who are fast touch typists have access to a laptop in the classroom for written work, usually in USI and USII. Speech to text using iPads used by a child (Summer Term '24) for long writing tasks.
Continue to educate teaching staff with regard to specific areas of SEND.	Organise Insets with outside specialists to empower teachers and give them knowledge and ideas for supporting neurodiverse children within school.	SENDCo, Heads	Annual	Insets given to ECTs, trainee teachers and new teachers have encouraged them to become more engaged with SEND. Assembly to KS1 and KS2 boys and girls about Dyslexia, May '24, helped children and teachers to understand the positives of being a dyslexic adult. Training given in staff meeting June '24 on how to monitor progress of more able children, followed by a survey in July '24. Training Sept '24 on Autism for EYFS, KS1 and KS2 teachers and Tas. Teachers are now implementing these strategies with children who have autism or autistic traits.
To establish and maintain close links with outside agencies for pupils with additional needs.	Collaborate with the Local Authority and all specialists involved in the drawing up of EHC plans. Organise the annual review for any child with a plan.	SENDCo	On-going	Currently one child has an EHCP, which is reviewed termly. Autism training for EYFS by Bi-Borough Autism Unit Sept '24.
To ensure that pupils with mental health conditions are supported.	The school will continue to provide pupils with access to both a professional therapist and	SENDCo, Assistant Head (Pastoral)		A professional therapist visits GH for two full days per week. The therapist liaises with relevant staff and the parents to ensure that support can be put in place throughout the school to support the emotional needs of pupils.

	the school counsellor, as well as GH 'Listeners.'			
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within the premises, are provided with a similar level of safety from the effects of fire as all other occupants.	Assess the need of the individual. Develop personal risk assessment for all sites Discuss the plan with the pupil to ensure they are aware of the details. Appoint a relevant member of staff to ensure safe evacuation. In the event of a fire, pupils with mobility difficulties will be carried out of the building by a member of staff, using the stairs. We will never use the lift in case of fire.	Health and Safety Coordinator	On-going	Plans are put into place as required and are tested in a fire drill process.
When planning the deployment of additional adults, there is consideration of pupils with disabilities, so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion to raise attainment.	Identify the needs of the pupil. Ensure they are in suitable sized teaching groups. Ensure the qualifications of the staff are suitable for the pupils' needs.	SENDCo, Assistant Head (Academic)	On-going	Appropriate support in place. Successful progress made in all areas.
Review transition procedures for SEN pupils in the school	Discussions and paperwork to be disseminated between	SENDCo, Heads of School	On-going	Smoother transitions between year groups and departments. Continued good practice across departments.

building. Review transition procedures for SEN pupils to their next schools.	SENCOs and class teachers.			
To ensure parents feel supported and informed in SEND.	SENDCo to train staff in communicating with parents relating to concerns about SEND. SENDCo to make links with parents who have children with SEND and offer support and guidance.		Annual Review	Better communication between staff and parents regarding SEND Parents feel supported and communication is effective.

Aim 2: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
(Schedule 10, 3(2) b)

Target	Strategy	Responsibility	Timescale	Evidence of success
Encourage a dyslexia friendly classroom environment.	Encourage teachers to print on cream paper using a dyslexia friendly font such as Primary Sassoon. Give all new class teachers an INSET which will better enable them to identify children at risk, as well as provide them with strategies for good SEN practice within the classroom.	SENDCo and all class teachers	On-going Introduced October '21 and ongoing	Teachers feel more confident about how SEN works at Garden House and regularly approach the LED department to ask for help with effective classroom strategies. Dyslexia friendly classroom strategies INSET March '23 and teachers implemented scaffolding, breaking down instructions, brain breaks, dyslexia friendly fonts and more.
To allow Learning Support Assistants (LSAs) to work	Regular meetings to be scheduled which include specialist staff, class	SENDCo, LSAs and all teachers	On-going	A 1:1 LSA supports a child with specific needs (EHCP) '22-present. A 1:1 LSA supports child with specific needs Sept 24.

1:1 with children when required within the school, so as to ensure that the needs of each individual child is met.	teachers and LSAs to discuss specific strategies, establish targets and evaluate progress.	involved with specific children		
To review the way in which communication is shared between school and home.	Ensure that all communication is written in plain English with direct calls to action, or for information. Allow suitable time for in person parent meetings. Develop further opportunities for parental involvement in education.	Heads, Admin Support Staff, Class Teachers, SENDCo	Ongoing	Review of newsletters and reports. Review of weekly parent emails.

Aim 3: To improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

(Schedule 10, 3(2) c)

Target	Strategy	Responsibility	Timescale	Evidence of success
Ensure that reasonable adjustments are made to accommodate pupils with a disability, medical condition, or other access needs.	Liaise with external agencies and identify and implement specialist training needs when required. This includes regular medical training for all staff to understand how to use an Epipen. Create personalised risk	SENDCo All class teachers SENDCo,	On-going	Over time we have had staff and children with broken legs. Garden House has been able to accommodate them safely. Personal Emergency Evacuation Plans have been completed by class teachers to safely evacuate any children who need special procedures.

	assessments and access plans when required. Ensure that individual emergency evacuation procedures (PEEPs) for disabled children are clear and that staff are trained to carry them out.	SLT, Health & Safety Coordinator, class teachers		Risk assessments completed as appropriate.
Ensure that disabled pupils can access all 3 sites.	Accessibility to building us reviewed according to need.	SENDCo, Health & Safety Coordinator and Bursar	On-going as required	Review of need an environment is ongoing.
Monitor classroom furniture and adapt as necessary	Provision of footrests, foam cushions, beanbags and OT equipment throughout the school.	SENDCo	To be updated regularly as required	Smaller children are provided with foot rests if chairs are too high, to make sitting in class more comfortable. Children are allowed to stand for writing tasks if they find that more comfortable.
Provision of disabled washroom access that can accommodate a wheelchair	The washroom on the ground floor of the main school has been identified as being able to accommodate the needs of a disabled person.	Health & Safety Coordinator, Bursar	January 2019	A washroom is accessible.
Ensure that disabled pupils can access transport at Garden House.	If needed we could use taxis	Health & Safety Coordinators	As required	