

TreeHouse School Accessibility Plan 2023 - 2025

Introduction

The Equality Act 2010 requires a school to ensure that it has an Accessibility Plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- Improving the availability of accessible information to disabled pupils.

The DfE's definition of disability

A person has a disability if he/she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA (Disability Discrimination Act), is something that is more than minor or trivial. The definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, and pupils with AIDS, severe disfigurements, or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette's syndrome.

This Accessibility Plan sets out the proposals of the Governing Body of TreeHouse School to manage barriers to curriculum access.

Characteristics of the School

TreeHouse School provides education for autistic children and young people, including those with learning disabilities, aged 3 – 19 years. All pupils have an Education, Health and Care Plan (EHCP). There is a high ratio of staff to pupils reflecting the complexity of the children and young people attending school.

The Accessibility Plan

TreeHouse School has a strong commitment to equality and accessibility as laid out in the Equality, Diversity and Inclusion Policy, SEN Policy, Behaviour Policy and Healthcare Policy. As a school we aim to embed accessibility into everything we do: in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.

TreeHouse School has a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for our pupils.

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Aims of the TreeHouse Accessibility Plan

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff when supporting a wide range of needs.
- To develop sensitivity and expertise in approaching the specific needs of our pupil cohort.
- To develop strong collaborative relationships with pupils and parents/carers and to increase the satisfaction of our pupils and their parents or carers with the provision made by the school.
- To regularly review and evaluate standards of attainment for our pupils.
- To promote equality of opportunity and positive attitudes when working with our pupils.
- To encourage the availability of role models and positive images of disability.
- TreeHouse School is committed to continuous professional development to enable staff to be effective in the education of young people with Special Educational Needs and disabilities.
- The school is committed to prioritising sufficient resources to support the actions identified in this plan.

Aim: To increase the extent to which disabled pupils can participate in the school curriculum

Objective	Lead	How	When	Outcome/Success indicators
To ensure the universal curriculum continues to meet the individual needs of all pupils and provides broad, balanced, relevant content. and pupil-centred content.	Deputy Head and Asst Head for Quality of Teaching and Learning	Produce a curriculum development action plan which outlines clear priorities for ongoing curriculum development. The curriculum development plan should be reviewed annually and updated with current priorities and based upon evidence gathered during the year through lesson observations, learning walks and teacher feedback as well as developments in the field of SEND education.	2023-2025 Ongoing	Pupils will access and fully participate in a curriculum pathway that is most relevant to their individual needs. The Pathways are Formal, Semi-Formal and Pre-Formal.
To ensure that all EHCP targets are written to a high standard with a TDT approach, and each pupil has a realistic and manageable number of EHCP targets.	Asst head For quality of Teaching & learning Head of 6 th form	Continue to deliver training and support on SMART targets and ensure systematic monitoring of targets. Clear planning of the Pre-Annual review paperwork process and TDT meetings in advance of Annual reviews.	2023-2025 Ongoing expectation	Each pupil has well-written targets, involving all of the TDT and parents.

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To ensure individual EHCP targets are thoroughly embedded within the universal curriculum offer. Outcomes which sit outside of the universal curriculum are targeted with individual learning plans in order for pupils to fully meet with their EHCP targets.	Asst Head for Quality of Teaching & learning Head of 6 th form	Staff training to ensure consistency across the school. Timetabled as part of the school CPD programme.	Ongoing	All Pupils are making expected progress against their EHCP targets.
To foster close links with Ambitious College so that more pupils can access a place there post 19	Head of School Head of 6 th Form	Organisational communication.	Ongoing	Greater number of pupils accessing places at Ambitious College.
To become an epilepsy-specialist school	SLT with responsibility for medical needs	Resource requirements Visit epilepsy specialist schools Staff CPD- advanced level	By end of 2024 Academic Year	Treehouse school will be nationally recognised as an epilepsy specialist school.

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Aim: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Objective	Lead Person	How	When	Resources	Outcome/Success indicators
To identify a suitable place for a fully equipped sensory room for pre-formal pupils.	Head of Ops with guidance from OT / Head of 6 th Form	Further development of spaces for upper Secondary & 6 th Form learners to mirror that in place for younger learners – but be age appropriate	By end of 2024 Academic Year	Cost of materials and fitting	Upper School Pre-formal pupils will have a safe and engaging environment in which to develop their sensory and communication skills.
To refurbish medical room / dental services And review usage and accessibility of area for potential re-purpose.	Head of Ops / AaA Head of Property & Head of Pupil Wellbeing	Review of pupil needs and requirements	By end of 2024 Academic Year	Cost of materials and fitting Staffing	
To refurbish Primary Classrooms and shared area	Head of Ops/Assistant Head QofE/AaA Head of Property	Redevelopment of spaces for primary phase including primary kitchen, classroom toilets, flooring and Sensory Room	By end of 2024 Academic Year	Cost of materials and fitting Partly fundraised	A redeveloped environment for pupils to learn and engage in

Aim: To improve the availability of accessible information to disabled pupils and their parent/carers

Objective	Lead Person	How	When	Resources	Outcome/Success indicators
To review information to parents/carers to ensure it is accessible, including providing information on the website in different formats	SE AHT for parent/carers CM on website	Audit current practice. Parent/carer questionnaire. Research options	By end of 2024	Time for Research Resources	Information sent to parent/carers in requested formats Process in place for identifying how parent/carers would like to receive information statement on website
To provide adequate visual symbols and labels for pre-formal and semi-formal classrooms.	Communication Lead and communication champions	Ensure that room labels meet the requirements of the Ambitious Approach	By the end of 2024	Budget to make the door labels and objects	All areas / rooms have appropriate visual signage to enable greater independence

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Making it happen: Management, coordination and implementation

- The governing body will take responsibility for the school's Accessibility Plan and set a clear direction and report on it annually.
- The views of pupils and parents/carers will be sought at Annual Reviews
- Progress towards meeting objectives will be monitored as part of the school self-evaluation process

Accessing the school's plan

The school's Accessibility Plan will be available on the school's website, on shared documents on the school network and from the school office.

Publications for Guidance

Useful contact details:

Equality Advisory and Support Service
(EASS) Phone: 0808 800 0082
Textphone: 0808 800 0084
Website: <http://www.equalityadvisoryservice.com>
Post: FREEPOST, Equality Advisory Support Service, FPN4431

GOV.UK Publications <https://www.gov.uk/contact>
Ofsted Publications www.ofsted.gov.uk/resources/publications

If you need expert information, advice and support on discrimination and human rights issues and the applicable law, especially if you need more help than advice agencies and other local organisations can provide, please contact the [Equality Advisory and Support Service \(EASS\)](#).

Monitoring

TreeHouse School recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions;
- Attainment;
- Attendance;
- Punctuality;
- Response to teaching;
- Setting/groups;
- Extra-curricular activities;
- Post 16 destinations;
- Selection & recruitment of staff;
- Governing body representation;
- Parents attending consultation meetings;
- Parents' involvement in the life of the school.

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