



## Accessibility Policy and Plan

**This plan applies to the whole school including the EYFS (Reception Class)**

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Responsible Staff Member:	Head of Learning Support
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### 1. Ethos and Aims

Tower House School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

## **2. Legislation and Guidance**

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison to non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

## **3. Definition of Disability and Scope of the Plan**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability (SEND) Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

## **4. The School's Accessibility Plan contains relevant and timely actions to:**

- Increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- Improve the School's physical environment 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. This includes improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be made available online on the school website, and paper copies are available upon request.

## **5. Admission of Pupils**

Tower House is a mixed ability, inclusive school. There is no formal assessment for entry to Reception and pupils are admitted in order of application. Pupils entering after this initial entry point are assessed to ensure that the School is the right educational environment to allow prospective pupils to thrive.

Although the School strives to be a fully inclusive and welcoming school, the School needs to be confident that it will be able to educate and develop a pupil to the best of his potential, in line with the general standards achieved by the pupil's peers. We will regularly assess pupils throughout their time at the School in order to ensure effective support is in place. The School applies this policy to all pupils and potential pupils, regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments.

## **6. The Physical Environment**

The School regularly reviews and takes steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of the education and associated services offered by the School.

However, the School is affected by the limitations of its layout, which consists of a number of old buildings on several levels and without lifts. The Senior School (Boys from Year 4 to 8) is arranged across two buildings, one being of recent construction and the other, Victorian. Neither building has a lift, meaning there is no disabled access beyond the ground floor. The Junior School (Boys from Reception to Year 3) is housed in a recently converted Victorian building. Classrooms are arranged over three levels, again without a lift.

It is inevitable that any pupil with impaired mobility is going to be put at a disadvantage by these arrangements, if not prevented altogether from access to some or all of the educational and other facilities the School offers.

It is not feasible to remedy these matters entirely without making major alterations to physical features of the school at a significant and prohibitive cost. Some necessary alterations would, in any event, be impossible to achieve due to the nature and design of the buildings themselves. Where possible, the School will make reasonable adjustments to improve physical access, but such matters will always be viewed in the light of the School's budgetary constraints.

The physical environment of the School is carefully thought about for each pupil with accessibility needs that joins us. Means of ingress, egress, classroom accessibility and any special requirements pupils may need to get the most out of their time with us are assessed by the Head and the Senior Leadership Team, the Head of Learning Support and external consultants as applicable.

The school will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. The School values, and will consider carefully, comments or suggestions about the accessibility of the school sites, made by disabled pupils, parents, staff or visitors.

## **7. Pupil Participation in the Curriculum**

The School's Head of Learning Support provides help and support to all pupils identified as needing it. The School caters for a range of children with medical and learning difficulties.

The School's teachers will make any adaptations to their teaching style that can be incorporated and will help to ensure that any potential barriers to learning and participation by disabled pupils are removed.

When planning day or residential visits out of school, these will, where possible, be organised to places that are accessible. Staff ensure that the appropriate risk assessments have been completed and precautions have been considered. If a visit were not accessible, the School would aim to provide alternative learning opportunities.

The School promotes the importance of using language that does not offend amongst both its staff and its pupils and ensures that, wherever possible, positive examples of disability are portrayed in teaching materials.

Pupils with Individual Education Plans (IEPs) are monitored and reviewed at key points throughout the year to assess progress relating to their targets.

Extra time for examinations will be permitted if an Educational Psychologist's report has diagnosed a specific learning difficulty or if a candidate has a physical disability or mental condition whereby processing, reading, or writing speeds are found to be within the strict parameters identified by the Joint Council for Qualifications (JCQ). Additional access arrangements for examinations will be put in place for those pupils who need them, according to diagnoses or a normal way of working.

## **8. Early Years Children (Reception)**

The School has regard to the SEND (Special Educational Needs & Disabilities) Code of Practice 2015 which means:

- The School plans for the seven areas of need: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Expressive Arts and Design and Understanding the World.
- The School has a clear approach to identifying and responding to SEND.

- That, in addition to the two specific points in the Early Years for formal assessment, the School will monitor and review the progress of children throughout the year.
- Where a child appears to be behind expected levels, the School will follow the methodology outlined in the Code for gathering information and seeking “Early Help” if appropriate.
- The School will use the cycle of action: assess/plan/do/review to create a graduated response to needs.
- The School will provide guidelines for parents to help them seek external help from specialists or request an EHCP (Education Health and Care Plan) assessment.
- Parents will be informed if their child is receiving SEN support and any decisions to involve external specialists will be taken in discussion with parents.

## **9. Welfare**

The School acknowledges its responsibility to inform staff of what is expected of them when they are teaching a disabled pupil and to ensure that they are adequately resourced to enable them to respond appropriately to the pupil’s needs. All members of staff are kept informed about any disabled pupils in the school and specific details of their condition and needs are held on the school database. Specific instruction and training is given to those members of staff teaching pupils with disabilities. Guidance and support from external agencies will be sought for staff involved with a disabled pupil.

## **10. Extra-curricular Activities**

Extra-curricular activities are a fundamental part of school life. Wherever possible, adjustments will be made to enable disabled pupils to overcome any difficulties that they may have and enable them to take part in such activities as far as is practicable.

## **11. Five Year Accessibility Plan**

The following have been carefully considered by the School, and are regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The policy is a live document, updated regularly throughout the school year and reviewed by governors annually.

## ANNEX A – FIVE YEAR ACCESSIBILITY PLAN FOR 2022-2023, 2023-2024, 2024-2025 and 2025-2026

The regular review of disability provision at the School has informed the action plan below. The School will regularly monitor the success of this plan and it will also be reviewed annually by the governing body, the school’s SLT and other appropriate staff.

AREA	ACTION	RESOURCES	WHO/WHEN	SUCCESS CRITERIA	NOTES
<b>Improving access to the curriculum</b>  <b>Use of data to highlight pupils needing support</b>	Carry out regular standardised assessments (for example reading/spelling age tests) to provide data to review pupils’ progress Set up and keep up to date a pupil tracking spreadsheet. All internal assessment and standardised data is stored in gradebooks on iSAMS.	Test materials and booklets Curriculum  Time	<b>Who:</b> Class teachers HLS Head DHA  <b>When:</b> On-going Monitored by DoS	All pupils receiving regular and age-appropriate standardised testing. Results of assessment are recorded on pupil tracking spreadsheet – available to all staff on Teams.	Complete – Sept 23  Set up Sept 24
	Analyse data on an annual basis and review tracking	Time	<b>Who:</b> As above <b>When:</b> Annual	All pupil progress being tracked, and areas of concern highlighted	Set up Sept 23
	Respond to changing individual pupil needs	Time and individual resources	<b>Who:</b> Class/subject teachers and HLS <b>When:</b> As required	Pupils able to access the curriculum following change	
<b>English as an Additional Language</b>	Ensure clear information on EAL is recorded on registration/entry	Time	<b>Who:</b> Admissions <b>When:</b> As parents complete registration forms <b>Monitored by:</b> Head	EAL or other language areas highlighted by parents/carers	
	Maintain a clear EAL list	Time	HLS Checked termly		ongoing

AREA	ACTION	RESOURCES	WHO/WHEN	SUCCESS CRITERIA	NOTES
	Additional support for EAL pupils	EAL Specialists can be made available as required	Head and HLS	All pupils new to English can request access to the additional support	
	Monitor data on EAL pupils to track progress	Time	DHA and Head of Learning support	EAL pupils can be offered support to improve their English and ensure they can access the curriculum in line with their monolingual peers.	
<b>Access Arrangements for CE and School Assessments:</b>					
Ability of the school to provide access arrangements for CE examinations and other internal school assessments	Regular analysis of exam concessions by year group to ensure the school has the correct resources – devises, staff and rooms	Time and minimal cost	HLS Termly - as per exam schedule  Monitored by DHA	Ensure that recommended concessions are offered within the terms of the JCQ (e.g. extra time, laptops, readers, scribes, rest breaks)	
Improving delivery of information /access to written materials	Ensure that materials for learning are available for those with visual impairment or other learning difficulties (For example printing on a different coloured paper, enlarging texts)	Time and reprographics	All staff  Ongoing Monitored by HLS	All pupils able to access all written materials	
<b>Use of Digital Technology and Resources</b>					
Laptops	Provide laptops for those pupils who have been identified as moving to typing as their normal way of recording.	Cost of 6 new laptops and maintenance package	Head, HLS and IT	All pupils identified as needing one to have a working laptop to use in class.	September 2025 – 3 new laptops have been purchased. 4 additional laptops purchased March 2026

AREA	ACTION	RESOURCES	WHO/WHEN	SUCCESS CRITERIA	NOTES
	Ensure pupils who would benefit from typing are provided with training	Cost of typing program TBC	Head of learning support and Head	Touch typing club – (7.45-8.30 Friday morning) Self-study options also provided.	Sessions extended to 45 minutes from January 2026
<b>Pupil Support:</b>					
	Continue to develop school's learning platforms to allow all pupils to access work from home and school	Time and cost of additional computers and software	IT administrator	All pupils able to access work from home and school	
	Extend the use of laptops to all classes and year groups	Laptop and tablet trollies	IT administrator and Head	Sets of laptops to be provide for use in lessons	
<b>Staff Training:</b>					
Staff training	Ensure all members of school staff receive training on: <ul style="list-style-type: none"> <li>• Pupil specific issues</li> <li>• Adaptive teaching strategies (Differentiation materials used in class)</li> <li>• Types of resources</li> <li>• Neuro diversity</li> <li>• Different styles of learning</li> </ul>	Time and cost of external speakers	Head of learning support and Head	Training for all staff	
	Ensure staff working 1:1 with pupils receive appropriate training and support	Time of HLS and Cost of training (£500)	HLS and DHP	Staff supporting pupils with an EHCP	
	Ensure that staff in the learning support department are up-to-date with current legislation and requirements	Time and financial (Courses)	Head of Learning Support (HLS) and Head	Ongoing understanding of current legislation including the latest government proposals	
Ensuring Learning Support Department is suitably resources and staffed	Additional member of staff provided for one day a week to extend the range and frequency of support offered to pupils	Additional resources/materials Additional staff training costs to meet the needs of pupils	Head of learning support (HLS) and Head	Additional member of staff to be employed by September 2026	

AREA	ACTION	RESOURCES	WHO/WHEN	SUCCESS CRITERIA	NOTES
<b>Improving access to the school's physical environment for all:</b>					
	The school office is being relocated and renovated and will be accessible to all.	Time and financial implications	Head	Step free access into school office.	Office renovation due for completion September 2026
Improving visibility of potential hazards – stairs	Ensure there are clear, yellow, markings on steps across the school.	Time and financial implications	Caretaker, DHP and HLS	All doors, including those on to fire escapes to be checked and yellow warning markings to be added or freshened up as necessary	Regular assessment carried out annually
	Ensure safe access routes in SS	Time and financial implications	Caretaker, DHA and HLS	All doors, including those on to fire escapes to be checked and warning markings to be added or freshened up as necessary	Regular assessment carried out annually
Wheelchair access to school minibus	Ensure that new minibuses sure fitted with wheelchair access		Premises staff and Bursar	All new minibuses to be fully wheelchair accessible	We are Section 19 permit holders and therefore all our minibuses will have wheelchair access as standard

**End of 2022/2023 Academic year the following has been implemented:**

- EAL are now recorded upon registration.
- All staff and pupils that require PEEP's now have one

**By the end of October 2023, the following had been implemented:**

- The new school building at 190 Sheen Lane is fully wheelchair accessible on the ground floor including fully wheelchair accessible toilet facilities.
- Large print emergency signage has been installed across the school
- Pupil assessment tracker is now in place for all assessments
- Touch typing lessons are now provided by an external provider as an extra-curricular activity.

**By the end of October 2024, the following measures have been implemented:**

- The school is committed to the purchase of 6 new laptops for the use of pupils with SEND (Due to arrive January 2024)
- The school has purchased a new, wheelchair accessible, minibus with a lift.
- The school has purchased appropriate ramps to allow access to the JS and old SS buildings. These will be stored in the premises managers shed when not in use.
- Assessments for dyslexia have been ordered for this academic year. (Second half of the Autumn Term for years 4+6 and new pupils in the SS)

**By the end of September 2025, the following measures have been implemented:**

- The school has purchased 3 new laptops, and these are being used by pupils.
- The school has replaced the remaining two minibuses with wheelchair accessible minibuses, with lifts.
- The school has employed an out of hours premises manager to ensure that the school's buildings are accessible those running after hours clubs and activities.

**By the end of March 2026, the following measures have been implemented:**

- The school has purchased a further 4 laptops for pupils use.

**Tower House School is committed to safeguarding the welfare of children and expects all staff and volunteers to share this commitment**