



Clovelly House School
Stay safe, respect, achieve

Accessibility Policy

January 2026



Clovelly House School Policy

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Accessibility Policy

1. Introduction

Clovelly House School strives to create a welcoming and nurturing environment in which pupils can thrive. The school is an Independent Special School for pupils who have experienced social, emotional and behaviour difficulties as well as additional complex needs. Our motto is 'Small school, big hearts, bright futures'. In keeping with our philosophy, we are committed to create a safe environment and to give all of our children every opportunity to achieve the highest standards. In doing this we consider the pupil's varied life experiences and needs and have high expectations for all children and young people. The well-being, attitudes and achievements of all our pupil's matter.

Whilst we fully promote inclusion and access to opportunities offered to all pupils, we recognise that our pupils have different needs and, therefore, as we provide an individualised curriculum for each pupil. This means that, at times, facilities are offered to individuals. This does not deny any other pupils from accessing the same opportunities at different times.

2. Purpose

The purpose of this policy shows how we intend over time, to increase accessibility of our school for disabled pupils, Staff, parents/ carers and visitors.

3. Definition

A person has a disability if s/he has a physical or mental impairment that has a substantial and long-term effect on his/her ability to carry out normal day-to-day activities.

4. Areas of Planning Responsibilities

Clovelly House School intends to target the following areas to increase access for pupils:

- * access to the school curriculum – 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;
- * access to the physical environment as well as physical aids to access education;
- * improving the delivery of written information to disabled pupils, including planning to make written information that is normally provided by the school available to all pupils. This information will cater for individual needs of pupils and parent/carers and be available within reasonable timeframes;
- * access to qualifications and examinations

5. Context

Clovelly House School is a school for up to twenty young people. The main site is on the grounds of a children's home, a single-story eco-build with six bedrooms. The school consists of ten log cabins all opening out onto the grounds. The pupils from the school who do not live in the home come to school in taxis every morning. The school has a second site, a single storey building eight miles away at Enderby. This building consists of three classrooms and multipurpose rooms all with disabled access. There are currently twenty pupils on roll across both schools.

6. Increasing access to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through Reflective Practice and Continuous Professional Development, (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children and young people. We aim to meet every child's needs within mixed ability classes.

It is a core value of the school that all pupils are enabled to participate fully in the broader life of the school. To achieve this, all pupils will be permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a young person had had a significant



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behavioural incident and were given a sanction denying them attendance to a club for a short-term period to ensure the safety of others.

Plan to increase access to the school curriculum

Target	Strategies	Responsibility	Time-scale	Resources	Success Criteria
1. Increase staff confidence in differentiating the curriculum	* Offer staff training on curriculum access * CPD for special needs differentiation and recording methods * use on-line learning modules if required	Lead teacher	On-going as required	Training time, Access to on-line learning	Raised staff confidence in using strategies for differentiation and increased pupil participation
2. Ensure classroom support staff have specific training on disability issues	* Be aware of staff training needs * offer bespoke CPD to staff * use on-line learning modules when required	Lead teacher	On-going as required	Training, time, access to on-line learning	All staff aware of individual pupils needs
3. Ensure all staff are aware of disabled pupil's curriculum access	* pupils to have individual access plans as required * information sharing with all agencies involved with the child	Lead teacher	As required	Time for meetings	All staff are aware of individual's needs
4. Use ICT to support learning	* ensure software is installed where needed	ICT co-ordinator, all staff	As required	Funding for technology, software and staff training	Wider use of SEN resources is in place
5. Educational visits to be accessible to all	* develop guidance for staff on making trips accessible * ensure each new venue is vetted for appropriateness	All staff	As required	Funding for disabled transport if needed	All pupils in school are able to access all educational visits, and take part in a range of activities
6. Review PE curriculum to ensure PE is accessible for all	* gather information on accessible PE and disability sports	PE co-ordinator, All staff	As required	Funding for training, transport	All pupils have access to PE and are able to excel
7. Review access to music for all pupils, specifically those who are hard-of hearing	* gather information on accessibility for hearing impaired pupils * purchase resources which increase accessibility for pupils with hearing impairment	Music co-ordinator	As required	Funding for training and resources	All pupils have access to music and are able to participate and excel
8. Ensure that plans are in place to accommodate the SEN needs of all pupils so that they have access to	* to plan for individual needs when making exams entries * To plan rooms so that all pupil needs are catered for	Exams officer All staff	As required, during each exam season	Funding for exam entries Funding for training for staff	All pupils have access to a range of qualifications and the school makes all attempts to facilitate their right to exams and qualifications



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examinations and qualifications	* to have access to a qualified scribe or reader as specified in the EHCP				
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7. Improving Access to the Physical Environment of the School

Clovelly House has been open since November 2017. It is hoped that in the future the school will continue to grow and that we will be able to expand the buildings and improve the facilities. There is funding in place for resources to improve access for pupils. Provision will be negotiated when pupils' specific needs are known. We keep resource provision under constant review and the school development plan is the vehicle for considering such needs on an annual basis.

Plan to increase access to the Physical Environment

Target	Strategies	Responsibility	Time-scale	Resources	Success Criteria
1. The school is aware of the access needs of disabled pupils, staff, parents/carers and visitors	* Create access plans for individual pupils as part of the IEP process when required * Be aware of staff, parent/carers and visitor needs and meet as appropriate * Survey access needs through newsletter * Consider access needs during recruitment process * Ensure all staff aware of Environmental Access Standard	Principal	As required	Funding for resources for access	IEPs in place for disabled pupils and all staff aware of pupil needs All staff feel their needs are being met Parent/carers have access to school activities Access issues do not influence recruitment and retention issues
2. Layout of school to allow access for all pupils to all areas	* consider needs of disabled pupils parent/carers when considering any redesign	Principal	As required	Funding for new builds and improving environment	Re-designed buildings are accessible by all
3. Ensure access to home kitchen and toilet to all	* Improve access to kitchen and toilet areas during any re-design * Develop system to allow entry for wheel chair users	Principal	Consider in any rebuild, As required	Funding for rebuild	Disabled parents/carers, visitors feel welcome
4. Improve signage and external access for visually impaired people	Yellow strip mark step edges	Principal	On-going	Funding for signage	Visually impaired people feel safe in the school grounds
5. Ensure all disabled pupils can be evacuated safely	* Put Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	Lead teacher, SENCO	On-going	Training for staff	All disabled pupils and staff working alongside are safe in the event of a fire



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	* Develop a system to ensure all staff are aware of their responsibilities				
6. Ensure accessibility of access to IT equipment	* Alternative equipment in place to ensure access to all hardware * Research information with regard to access for visual and hearing- impaired pupils	Principal, ICT co-ordinator	On-going and as required	Software	Hardware and software available to meet the needs of children as appropriate
7. Ensure hearing equipment in classrooms to support hearing impaired	* Research information on equipment needed	Principal, SENCO	On-going	Hearing aid equipment	All pupils have access to the equipment
8. All fire escape routes are suitable for all	* Ensure all areas of school can have wheelchair access	Principal	On-going and as required and appropriate Weekly checks	Time to undertake checks	All disabled staff, pupils and visitors are able to have safe independent passage

8. Improving the delivery of Written Information to Disabled Pupils

This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils, such as handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils and parent/carers preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils the school will establish the current level of need and be able to respond to changes in the range of need. The school will research agencies and sources of materials to be able to make the provision when required, the school's ICT infrastructure will be used to access a range of materials to support need.

Plan to improve the delivery of written information to pupils

Targets	Strategies	Responsibilities	Time-scale	Resources	Success criteria
1. Review information to parent/carers to ensure it is accessible	* Provide information and letters in clear print in 'simple' English * All staff to support and help parent/carers to access information and complete school forms * Ensure website and all documents are accessible via the school website and can be accessed by the visually impaired	Principal, all staff ICT co-ordinator	During induction, On-going, Current	Time to improve website, Printing materials	All parent/carers receive information in a form that they can access All parents understand what the headlines of the school information are.



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2. Improve the delivery of information in writing in an appropriate format	* Provide suitably enlarged, clear print materials for pupils with visual impairment	All staff	As required	Printing equipment	Excellent communication
3. Ensure all staff are aware of guidance on accessible formats	* Guidance to staff on special needs and accessible information	Lead teacher, all staff	On-going	Training	Staff produce their own information
4. Annual review information to be as accessible as possible	* Develop childfriendly IEP review formats	All staff, SENCO	On-going	Training	Staff more aware of pupils preferred method of communications
5. Languages other than English to be visible in the school	* Some welcome signs to be multi-lingual * Cultural display boards * MFL promoted	All staff	On-going	Multi-lingual resources	Confidence of parent/carers to access their child's education
6. Provide information in other languages for pupils who may have difficulty with hearing or language problems	* Access to translators, sign language interpreters to be considered and offered if possible	Principal, SENCO	As required	Funding for interpreters	Pupils and parent/carers feel supported and included
7. Provide information in simple language, symbols, large print for prospective parent/carers who may have difficulty with standard form of printed information	* Ensure website is fully compliant with requirement for access by person with visual impairment * Ensure School prospectus is available via the school website	Principal ICT co-ordinator	May 2017 and on-going	Funding for website, Time to set up website and prospectus	All can access information about the school

9. Improving Access for Children Writing Examinations

According to the Regulations laid down by the JCQ, Clovelly House School will comply with the following guidance:

“Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ^{CIC} awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.



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Clovelly House Inclusion and Anti-Discrimination Policies and Procedures
Clovelly House Exams Policies and Procedures