

Oliver House School Accessibility Plan



Approved by:	Lisa Sharrock	Date: September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027, or earlier following significant change	

1. Purpose of Plan and Key Aims

Schools and colleges within Aspris Children's Services are required under the Equality Act 2010 (Schedule 10) to prepare, implement and maintain an Accessibility Plan. The purpose of this plan is to:

- Increase the extent to which children and young people with disabilities can participate in the curriculum
- Improve the physical environment, ensuring accessibility for all
- Improve the availability of accessible information

Oliver House School is committed to an inclusive environment in which difference is recognised and valued, barriers to learning and participation are anticipated and removed, independence is promoted, and equality of opportunity is secured for every pupil. Our values of resilience, teamwork, respect, courage and pride underpin this commitment.

The plan applies principally to disabled pupils and also informs accessibility arrangements for staff, parents and carers, visitors, applicants and other members of the school community. It should be read alongside the school's Equality, Diversity and Inclusion Local Procedure, SEND Policy and SEN Information Report, curriculum, admissions, safeguarding, health and safety, emergency evacuation and educational visits arrangements.

This final-year update distinguishes established practice from work still in development and sets measurable actions to be completed before the replacement three-year plan is approved and published in January 2027. The plan will be published on the school website and made available in paper or another accessible format on request.

2. Legislative Framework

England - Independent Special School

This plan is prepared with reference to:

- Equality Act 2010, including Schedule 10, the reasonable adjustment duty and the Public Sector Equality Duty framework
- Education (Independent School Standards) Regulations 2014, as amended - Part 1 (Quality of Education) and Part 5 (Premises)
- Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014
- Special educational needs and disability code of practice: 0 to 25 years
- Regulatory Reform (Fire Safety) Order 2005
- Department for Education guidance, The Equality Act 2010 and schools

Relevant statutory education plan in England: Education, Health and Care Plan (EHCP).

For the purposes of the Equality Act 2010, a 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. Disability may be visible or non-visible, and pupils with the same diagnosis may experience different barriers. The duty to make reasonable adjustments is anticipatory: likely barriers will be considered in advance as well as addressed promptly in response to individual need.

3. Stakeholder Involvement

This plan has been developed and reviewed with contributions, as appropriate, from:

- Children and young people, using their preferred communication methods
- Parents and carers
- Teaching and support colleagues
- Senior Leadership Team
- Regional Director
- Estates and Facilities teams
- Therapeutic, clinical and multidisciplinary professionals
- Placing authorities, specialist advisory teachers and other relevant external professionals

Accessibility needs are identified through admission and transition information, EHCPs and annual reviews, pupil and parent/carer contributions, risk assessments, Student Support Plans (SSPs), Personal Emergency Evacuation Plans (PEEPs), therapy assessment, sensory and communication profiles, health information, observation, pupil voice and review of participation and outcomes.

4. Accessibility Action plan (Three-Year Plan)

This action plan sets out the school's aims in accordance with the Equality Act 2010. It records established practice and final-year development priorities. Owners are accountable for implementation and evidence. Completion is judged by impact: whether disadvantage has reduced, participation, independence or safety has improved, and the adjustment is experienced as helpful by the pupil and family.

Status key: DONE - completed and/or embedded; maintain and review. ONGOING - in progress with a dated next step. PLANNED - final-year action not yet complete.

4.1 Curriculum Access

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Increase curriculum access	Personalised Explore and Aspire pathways; EHCP outcomes, SSPs and multidisciplinary advice inform planning.	Maintain meaningful, measurable priorities linked to assessed need.	Sample EHCP-to-planning links through pupil-progress meetings, annual reviews and HEX; record barriers, adjustments and impact.	Teachers / SLT / therapy	Half-termly; sample termly	DONE - sampled records demonstrate clear links between need, provision, progress and reviewed impact.
Increase curriculum access	SSPs identify triggers, early signs, communication needs and regulation strategies.	Ensure SSPs remain proactive, current and person-centred.	Complete an Autumn quality sample for currency, pupil voice and parent/carer contribution; update following significant incident or change.	DHT Inclusion / teachers	23 Oct 2026; then termly	DONE - sample confirms current plans are understood and applied consistently by staff.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Increase curriculum access	Personalised thematic learning is delivered across both Explore and Aspire pathways.	Secure consistent personalisation of content, pace, communication and outcomes across both pathways.	Use planning scrutiny and learning walks to evaluate consistency and provide follow-up coaching.	DHT Curriculum / teachers	Autumn 2026; QA termly	DONE - QA confirms adaptations are evident in planning, delivery and pupils' work across both pathways.
Increase curriculum access	B Squared, teacher assessment and appropriate literacy, maths and communication tools identify next steps.	Use assessment reliably to identify barriers, target intervention and evaluate impact.	Record each intervention's entry point, intended outcome, review date and impact in the termly progress cycle.	DHT Curriculum / subject leads	Each term	DONE - progress records demonstrate evidence-based decisions and evaluated interventions.
Increase curriculum access	In-house therapy, screening, assessment and specialist advice are established.	Reduce sensory, communication, physical and social-emotional barriers through integrated provision.	Evidence classroom implementation of recommendations and review impact through multidisciplinary QA.	Therapy team / SLT	According to need; termly review	DONE - sampled practice reflects recommendations and shows reviewed pupil impact.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Increase curriculum access	Visits, residentials, clubs and enrichment use advance planning, checks and individual risk assessment.	Maximise safe participation through anticipatory reasonable adjustment.	Record non-participation, identified barrier, adjustment offered and learning for future planning.	EV Lead / visit leads / HT	Every activity; termly review	DONE - participation review shows barriers identified and adjustments offered; exclusions are individually justified.
Increase curriculum access	ICT, communication aids and adapted resources are used across the curriculum.	Identify and close gaps in assistive technology, specialist resources and accessible alternatives.	Complete one needs-led audit and prioritised procurement/action list; implement agreed priority actions.	DHT Curriculum / ICT	Audit 30 Nov 2026; actions Jan 2027	ONGOING - audit completed, priorities approved and actions allocated by January 2027.
Increase curriculum access	Mandatory learning and school CPD cover disability, autism, communication, sensory processing and inclusive teaching.	Maintain staff competence and translate training into consistent practice.	Evaluate implementation through Autumn QA and identify targeted coaching, rather than relying on attendance records alone.	SLT / therapy team	Induction; termly evaluation	DONE - observations show expected inclusive practice and coaching closes identified gaps.

4.2 Physical Environment

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve physical access	Admission information, risk assessments and support plans identify access needs.	Ensure each pupil has an explicit, current access profile or recorded confirmation that none is required.	Audit every pupil file and address missing or unclear information.	SLT / teachers	30 Sep 2026; then termly/change	ONGOING - 100% of files contain current access information or a clear no-additional-plan statement.
Improve physical access	Mobility, medical, sensory, communication and regulation needs inform classroom and space allocation.	Maintain appropriate room and route allocation as needs change.	Record the accessibility rationale in the Autumn provision and room-allocation review.	Headteacher / SLT	Before placement; each term	DONE - allocation review evidences consideration of access needs and agreed mitigations.
Improve physical access	Lift access to upper floors and side-gate access to rear areas are in place; routes are checked and maintained.	Maintain safe, reliable access to reception, rear areas and upper floors.	Continue recorded checks; complete an accessibility walk-round and escalate defects within site-management timescales.	Site Manager	Daily / servicing schedule; walk-round 31 Oct 2026	DONE - checks and servicing are current; defects have owners and timely resolution records.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve physical access	Therapy and leadership checks consider noise, light, visual load, signage and regulation spaces.	Respond consistently to individual sensory profiles and environmental findings.	Introduce one action log linking each finding to owner, completion date and re-check.	Therapy team / SENCO / SLT	31 Oct 2026; then termly	ONGOING - all audit findings are traceable to completion and re-check; pupils can access suitable regulation spaces.
Improve physical access	Fire-marshall arrangements, drills and PEEPs are in place where required.	Ensure disabled pupils, staff and visitors can evacuate safely.	Complete Autumn PEEP audit and record learning/actions from the first-term drill.	SLT / Site Manager	31 Oct 2026; after each drill	DONE - all required PEEPs are current and drill records evidence safe evacuation and action closure.
Improve physical access	External access concerns involving parking, arrival/departure routes and neighbouring boundaries have been raised.	Reduce risks and barriers at shared external interfaces.	Complete route/access risk review; implement mitigations within school control and formally escalate third-party actions.	Headteacher / Site Manager	30 Nov 2026	ONGOING - review is documented, school controls are completed and external actions are tracked.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve physical access	Accessibility is considered operationally in maintenance, procurement and premises decisions.	Embed accessibility in refurbishment, procurement and capital planning.	Add an accessibility-impact prompt to all 2026-27 business cases and Capex submissions.	Headteacher / SLT	At each proposal; Dec 2026 budget review	ONGOING - every relevant proposal records accessibility impact and any reasonable adjustment required.

4.3 Information Access

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve access to written and visual information	Individual formats are provided where identified, including symbol-supported text, Easy Read, enlarged print, coloured backgrounds, audio or Braille.	Ensure pupils consistently receive information in their preferred accessible format.	Record preferred formats and communication approaches within pupil access information and review at least termly.	Class teachers / admin / SLT	31 Oct 2026; then termly	ONGOING - sampled materials match recorded preferences and pupils can access key information.
Improve access to written and visual information	Specialist visual-impairment advice is sought and applied where required.	Improve contrast, layout, visual clarity and material finish for pupils with visual needs.	Add a visual-impairment/accessibility prompt to the resource and environment checklist.	SLT / therapy / teachers	31 Oct 2026	ONGOING - checklist is in use and sampled resources reflect individual VI advice.
Improve access to information	Translation, interpretation and British Sign Language support can be arranged where identified.	Prevent avoidable delay in securing communication support.	Confirm and circulate the current booking route, responsible contact and expected lead times.	Headteacher / admin	30 Sep 2026; as required	ONGOING - staff know the route and required support is arranged without avoidable delay.
Improve access to family communications	Individual support with letters, forms and meetings is currently offered.	Ensure families receive clear information in their preferred format and can respond effectively.	Sample key letters, forms and annual-review information; record and implement required changes.	Admin / SLT	30 Nov 2026; sample termly	ONGOING - review actions are completed and family feedback indicates fewer communication barriers.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve digital and published information	The Accessibility Plan and key school documents are published online.	Maintain an accessible website and accessible published documents.	Complete and retain annual website/document check; publish this update and prepare the January 2027 replacement plan.	Headteacher / admin / Aspris support	31 Dec 2026; replacement Jan 2027	PLANNED - audit evidence is retained, identified issues are actioned and current plan is publicly available.
Improve consistent staff practice	Accessible-information expectations exist across current guidance and practice.	Create one concise standard for documents, electronic content, meetings and pupil materials.	Issue an accessible-information checklist and incorporate it into induction.	SLT / admin	23 Oct 2026; induction thereafter	PLANNED - checklist is issued, used in sampled communications and understood by new staff.

4.4 Additional Local Priorities

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Increase participation in the school community	Assemblies, celebrations, pupil leadership, clubs, community learning and social opportunities form part of the inclusive offer.	Identify and remove avoidable participation barriers.	Review participation data and individual reasons for non-participation; agree adjustments and monitor their impact.	SLT / teachers / activity leads	Termly from Autumn 2026	ONGOING - participation gaps are identified, actions are recorded and avoidable barriers reduce.
Strengthen accessible pupil voice	Person-centred practice and varied communication approaches are established.	Enable every pupil to express what helps, what creates barriers and what should change.	Use a termly accessibility prompt through each pupil's preferred communication method and summarise themes for SLT.	AHT Achievement / class teams	First review Nov 2026; termly	ONGOING - every pupil is offered an accessible route to contribute and themes inform action.
Strengthen co-production	Families, placing authorities and professionals contribute through reviews and ongoing communication.	Record consultation and agreed adjustments consistently.	Document contributors, views, decisions, responsibilities and review dates in the relevant plan or meeting record.	SLT / teachers	Admission, review and change	DONE - sampled records demonstrate consultation and clear follow-through.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve access for visitors, applicants and staff	Access needs are considered individually for visits, recruitment and induction.	Create a routine opportunity to disclose needs and request arrangements.	Add a standard access-needs prompt to invitations, interview arrangements, visitor planning and induction.	Headteacher / HR / admin	30 Sep 2026	ONGOING - standard prompts are in use and requested adjustments are documented and provided.
Support parents/carers with disabilities	Meetings and communication are adapted individually where needs are known.	Provide equitable access to reviews, events and parent/carers engagement.	Offer accessible venue, remote attendance, adjusted timing, alternative format, interpretation or other reasonable adjustment; record requests and response.	SLT / admin	At invitation and request; review termly	ONGOING - families with identified needs can participate and feedback shows arrangements are effective.

5. Monitoring arrangements

- Monitored termly through Governance Meetings, with action owners updating progress, evidence, slippage, barriers and impact.
- Reviewed annually by the Headteacher.
- Oversight provided by the Regional Director, with earlier escalation where an unresolved barrier creates material disadvantage or safety concern.
- Fully reapproved by the Proprietor, Aspris Children's Services, every three years.
- Progress documented and reported within the SEF, SDP/CIP and governance reports.

Curriculum access will be triangulated through pupil progress, planning scrutiny, learning walks, observation, therapy review, annual review evidence, pupil voice and parent/carer feedback. Physical access will be monitored through risk assessments, PEEPs, drills, premises checks, servicing records, accessibility walk-rounds and sensory/environment audits. Information access will be monitored through access profiles, communication records, sampling of communications, feedback and the annual website/document check.

Impact test: completion of an action is not sufficient on its own. Review will consider whether the change reduced disadvantage, increased participation, improved independence or safety, and was experienced as helpful by the pupil and family.

6. Linked Policies and Documents

- ACS27 / ACS27A Accessibility Policies
- Equality, Diversity and Inclusion Local Procedure
- SEND Policy and SEN Information Report
- Curriculum Policy and Explore/Aspire curriculum documentation
- Safeguarding and Child Protection Policy
- Behaviour Policy and Student Support Plans
- Health and Safety, fire safety and emergency evacuation arrangements
- Educational Visits procedure and risk-assessment arrangements
- Admissions arrangements
- Complaints Procedure
- Data Protection Policy