WHITE HOUSE SCHOOL

Accessibility Policy and Action Plan

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CAVENDISH EDUCATION

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1. Context

The White House School is an independent specialist school for children and young people with additional and complex needs. We are part of Cavendish Education and are committed to transforming lives through highly personalised education, therapeutic support and ambitious teaching.

Our vision is **"Making Learning Possible Again."** We create a school where pupils feel safe, belong, achieve and thrive. Through removing barriers to learning, rebuilding confidence and fostering positive relationships, we empower every pupil to realise their potential and prepare for successful and fulfilling lives beyond school.

Our mission is to provide a nurturing, ambitious and mindful education that supports both academic progress and personal growth. Guided by our whole-school ethos of **Healthy Minds, Happy Hearts**, we create the conditions for every pupil to become **Ready to Learn and Prepared for Life**.

Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

We believe that pupils thrive when they feel safe, understood and valued. Our culture is built upon strong relationships, high expectations and a commitment to seeing the strengths and potential in every child. We are deeply nurturing without lowering expectations and remain unashamedly ambitious for every pupil.

Our practice is informed by the National Autistic Society's **SPELL Framework**, which promotes:

- Structure and predictability;
- Positive approaches and expectations;
- Empathy and understanding;
- Low arousal environments;
- Strong links between school, home and professionals.

Alongside this, we adopt a trauma-informed, relational and therapeutic approach across all aspects of school life. We recognise that behaviour is a form of communication and believe that pupils do well when they can. Our role is to understand the barriers they face and provide the support, strategies and relationships that enable them to succeed.

At The White House School:

- Every interaction is viewed as an intervention.
- Every adult is an emotionally available adult.
- Relationships come first.
- Emotional readiness is the foundation for learning.

We support pupils to develop emotional regulation, communication, independence and social understanding through consistent relational practice, personalised support and integrated therapeutic approaches. Emotional regulation is explicitly taught through co-regulation, sensory support, movement opportunities and personalised regulation strategies. Pupils are encouraged to understand themselves, develop resilience and build the skills needed to navigate life successfully.

Safeguarding is at the heart of everything we do. We recognise the additional vulnerabilities that many pupils with special educational needs may experience and maintain a culture of vigilance, care and advocacy. We place the child at the centre of decision-making, listen to pupil voice in all its forms and work closely with families and external agencies to promote safety, wellbeing and positive outcomes.

Through ambitious and adapted teaching, meaningful relationships, therapeutic support and a culture of belonging, we help pupils feel safe, build confidence, achieve success and thrive both in school and beyond.

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities
- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

3. Legislation and Guidance

This policy meets the requirements of the following legislation and guidance:

- Schedule 10 of the Equality Act 2010
- Guidance for schools on the Equality Act 2010

4. Definitions

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

5. Duties

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our vision for our children, who all have Special Educational Needs, is to design and deliver our curriculum and extra-curricular activities around their needs. Inclusion is at the heart of our school community and curriculum framework. We aim to empower our pupils to recognise and harness their strengths, gifts and talents. The school recognises its duties under the Equality Act 2010:

- Not to discriminate against pupils with disabilities in their admission and exclusions, and provision of education and associated services
- Not to treat pupils with disabilities less favourably
- To take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education
- To have and regularly to update an Accessibility Plan which meets the statutory requirements by being in writing and covering the three strands over time.

6. Equality Objectives

The school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The White House School's equality objectives are:

Objective 1

> Ensure every pupil has consistent access to an effective means of communication so they can express preferences, make choices and participate in school life.

Objective 2

> Develop and strengthen the school's family outreach programme to ensure all families can access information, services and support through communication that is accessible, responsive and tailored to their individual needs, enabling them to participate fully in their child's education.

We will continue to implement the following:

- Promoting the awareness between students, staff and parents of the protected characteristics as set out in the Equality Act throughout all aspects of the curriculum and within targeted sessions of PSHE/RSE.
- Fostering good relations between people who share a protected characteristic and those who do not.
- Robustly challenge inappropriate language and behaviour amongst any group within the school and community; taking any opportunity to educate against hate.
- Creating an environment where everybody feels safe and safe to challenge others where their behaviour falls short of what is expected within The White House and the wider community.
- Ensuring predictable low-arousal spaces for our pupils.

7. Accessibility Action Plan

The school will consult a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers/guardians, staff and members of the School Board. In formulating the policy and plan, the Senior Leadership Team (SLT) may co-opt additional members whose expertise in any field would be of assistance; the school supports any available partnerships to develop and implement the plan. SLT's terms of reference are:

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- To make decisions with a view to improving the accessibility of its education in its many aspects, to pupils or prospective pupils with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken
- To continue to review the school's Equal Opportunities Policy
- To continue to review the school's Accessibility Action Plan.

The Accessibility Action Plan is written with three key sections in mind. These are:

SECTION A: Increase the extent to which pupils with disabilities (including those with special educational needs) can participate in the school's curriculum.

SECTION B: Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the school.

SECTION C: Improve the delivery to pupils with disabilities of information that is readily accessible to pupils who are not disabled.

The plan will be made available online on the school website, and paper copies are available upon request. The school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

8. Monitoring Arrangements

This document will be reviewed yearly by the Headteacher, but may be reviewed and updated more frequently, if necessary. This policy will be approved by an Executive Director before being published.

9. Links with other Policies

This policy and Accessibility Plan is linked to the following policies and documents:

- Equal Opportunities Policy
- Equality Information and Objectives
- Special Educational Needs and Inclusion Policy
- Risk Assessment Policy
- Health and Safety Policy

- Supporting Pupils with Medical Conditions Policy

Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Elle Vinall - Headteacher
Storage Location	Online
Effective Date	September 2026
Next Review Date	July 2027

Revision History

Version	Change	Author	Date of Change
1	First published	The White House School	March 2023
2	Updated for 2026-29	The White House School	August 2026

Appendix 1 - The Accessibility Action Plan 2026 – 2029

SECTION A: Increase the extent to which pupils with disabilities can participate in the curriculum.						
Current Good Practice	**Objectives**	**Actions to be Taken**	**Person Responsible**	**Date to complete actions by**	**Success Criteria**	**Progress / Date Achieved**
We have a sector leading curriculum tailored to meet the needs of our pupils.	Implement and embed a practical maths curriculum that supports independence through meaningful life skills learning in the Discovery Pathway.	To introduce a life-skills focussed Maths curriculum framework.	EV/HB/SLT	Continue to regularly review to meet the needs of a changing pupil cohort.	Pupils develop functional and meaningful maths skills.	
Pupils are identified by parents and school collaboratively.	To further develop our Stretch and Challenge programme for pupils identified as having gifts and talents.	Make sure there are opportunities to support these talents in school.	EV/HB/SLT	Continue to regularly review to meet the needs of a changing pupil cohort.	Opportunities to support individual pupils' strengths and talents.	
Therapy staff work with children to introduce pupils to communication devices and	To ensure pupils have access to assistive technology such as iPads and the communication software Grid'.	Pupils to be assessed and regularly monitored by our speech and language therapy team.	SENCO and Therapy Team	Continue to regularly review to meet the needs of a the pupils.	All pupils have a voice and a way to communicate.	

support staff to use in the classrooms.						
Currently, it is mainly our therapy team who deliver therapeutic interventions to pupils to support emotional regulation.	To train all of our staff to deliver sensory circuits to support pupils' emotional regulation throughout the school day.	Training with all staff.	SENCO and therapy team.	Continue to regularly review to meet the needs of a changing pupil cohort.	Improved Pupil Regulation & Engagement	
SECTION B: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.						
Current Good Practice	**Objectives**	**Actions to be Taken**	**Person Responsible**	**Date to complete actions by**	**Success Criteria**	**Progress / Date Achieved**
There is a range of outdoor play equipment and sensory resources.	Ensure the outdoor space is consistently organised, purposeful and reflective of sensory and early developmental needs for our discovery classes.	Audit resources. Assertain pupil voice. Organise and label storage.	SLT	Continue to regularly review to meet the needs of a changing pupil cohort.	Calm, Purposeful Learning Environments Improved Pupil Regulation & Engagement	
SECTION C: Improve the availability of accessible information to pupils with disabilities.						

Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to complete actions by	Success Criteria	Progress / Date Achieved
We have pupil voice groups.	Use iPads or tablets for School Council reps to record short video clips about school life, questions for peers, or updates on projects. These can be shared in assemblies or social media.	Designate times during the school week.	SLT	Continue to regularly review to meet the needs of a changing pupil cohort.	Pupils can share their ideas and experiences in a way that feels natural and accessible. Speaking on camera helps develop communication and presentation skills.	
Parents speak positively of the impact TWHS has had on their child and have communicated that they would like to be able to model some of the	**To establish a structured in-house Parent Outreach Support Programme that:** -Builds parents' understanding of their child's needs (academic, SEND, SEMH, behaviour, learning strategies) -Strengthens consistency between home and school approaches	Parent survey Devise parent workshops Offer parent support where needed with home visits.	SENCO	Continue to regularly review to meet the needs of a changing pupil cohort.	**Increased Parental Engagement & Confidence** -Parents feel more confident supporting their child at home -Increased attendance at	

strategies and resources we use at school, at home.	-Provides accessible, practical resources that mirror effective classroom strategies -Improves parental confidence, engagement and relationships with school -Positively impacts pupil wellbeing, behaviour, and learning	Liaise with other professionals. Parent tab on the website to include signposting and information fact sheets on variety of topics e.g. sleep, eating, toileting.			workshops and sessions -Stronger relationships and communication with families **Effective Use of Home Resources** -Parents actively using strategies provided -Consistency between home and school approaches **Positive Impact on Pupils** -Improved behaviour and emotional regulation	

					-Better attendance and punctuality -Improved engagement in learning -Stronger progress for targeted pupils **Strengthened School Culture & Trust** -Parents feel supported rather than judged -School viewed as partner in their child's development	