

All Hampstead Hill School Policies are always to be read and considered in conjunction with Equal Opportunities, Race Equality and Inclusion Policies. This Policy of Hampstead Hill School applies to all sections of the school including the Early Years Foundation Stage.

## Hampstead Hill School: Accessibility Plan Policy



This plan is drawn up in accordance with the Equality Act 2010. It draws on the guidance set out in “Accessible school: Planning to increase access to schools for disabled pupils”, issued by DFES in July 2002.

### Definition of Disability

In the Equality Act 2010, a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

### Main Objectives

- To ensure full participation in the school community for pupils, prospective pupils and parents/guardians with a disability
- Compliance with the Equality Act 2010 is consistent with the school’s aims and equal opportunities policy, and the operation of the SEN policy

The school recognises its duty under the Equality Act 2010

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

The school recognises and values the knowledge of the parents with regard to their child’s disability and its effect on his/her ability to carry out usual activities, and respects the right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. It endorses the key principles in the EYFS and the National Curriculum framework, which underpin the development of a more inclusive curriculum. They are as follows:

- Setting suitable learning challenges

- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

### Education and Related Activities

The school will seek to follow the advice of specialist teachers, SEN advisers and appropriate health professionals.

Children identified as having additional needs will be put on the SEN Register and an Individual Education Plan (IEP) will be drawn up in partnership with the parents. IEP's are reviewed every six weeks. Children with a statement of SEN, will have an annual statement review as well.

### Physical Environment

The school will take account of the needs of pupils, parents and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access facilities and fittings with a 3 year access plan.

### Provision of Information

The school will make itself aware of local services, including those provided through the Camden Inclusion Team, for providing information and alternative formats when required or requested.

### Staff Training

We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination.

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Signed: