

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



Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

This document outlines Hampstead Hill School's accessibility planning for disabled pupils.

The school recognises the need to:

- Not treat disabled pupils less favourably for a reason related to their disability;
- Make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- Plan to increase access to education for disabled pupils.
- Not discriminate against anyone as explained in the DDA, 1995
- Not allow any form of harassment of people with a disability
- Promote positive attitudes towards anyone living with a disability
- Remove barriers which may discourage disabled people from playing a full part in the life of our school
- Encourage full participation by everyone in our school activities

The school's accessibility plans aim to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improve the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a:

- *Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*

The definition includes people with:

- a Hearing or Visual Impairment
- Cerebral Palsy
- Muscular Dystrophy
- Mental Health Issues
- Incontinence
- ADHD
- Autistic Spectrum Disorder
- Down's Syndrome
- Hydrocephalus
- Cystic Fibrosis
- Severe Asthma
- Diabetes
- Cancer
- Multiple Sclerosis
- Epilepsy
- Sickle Cell Anaemia
- HIV
- Severe Dyslexia
- Gross obesity
- Diagnosed Eating Disorders

If a person has been disabled in the past (for example, cancer survivors and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Vision and values

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

This policy outlines the necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

HHS Mission Statement

HHS provides a safe, supportive, diverse learning environment with opportunities for the total development of each child's personality and talents along with the confidence to find their true identity in order to meet the challenges of life and their future education. HHS fosters a caring and creative environment where children flourish and are supported to meet their potential to achieve excellence in learning to the full range of their ability in a happy, family run environment that ensures children are fully prepared for their next school.

The School has adopted the following policies that link into the school's Accessibility Policy and Plan:

- Admissions Policy
- Assessment Policy
- Diversity Policy
- Equal Opportunities Policy

- Equality Policy
- Involving and Consulting Children Policy
- Race Equality Policy
- School Improvement Plan
- Spiritual, Moral, Social and Cultural Development Policy.

The school has carried out an Accessibility Survey for parents and staff in 2014 and will assess the data before revising the Accessibility Plan.

Information Gathering

The school has reviewed the

- The nature of the school population for whom the school is planning
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities

Pupil information will include a range of data:

- Pupils already in school and moving through it
- The nature of the future intake (advance information from pre-school/primary school etc)

The school has started to audit the school's strengths and weaknesses in working with disabled pupils and has produced a plan to be agreed at the SMT.

The school will also consider:

- The level of staff awareness of Equalities legislation
- The presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after school clubs and school visits, parts of the school to which disabled pupils have no or limited access.
- The impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti bullying policy, school trips and teaching and learning.
- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupils
- Outcomes for disabled pupils including exams and end of key stage results and achievements in extracurricular activities

The detail and amount of information gathered to complete this section will depend upon a number of factors not least of which is the size of the school. Equally, in reporting the findings it will be necessary to include enough detail to be informative but not so much as to breach confidentiality.

Involving disabled people

The School's views and aspirations for disabled pupils themselves:

- The school aims for all disabled student to be fully included in the life of the school and for them to be given excellent support in order that they may achieve their potential.

The School's views and aspirations for the families of disabled pupils:

- The school will support the parents and families of disabled pupils and ensure that achieves excellent communication and support.

Implementation

Our plans address these three key areas. We intend to improve access to:

- The physical environment
- The education, benefits, facilities and services (the whole life of the school)
- The access to information usually provided in written form

The access plan will be very specific to your setting based on the information gathered and consultation results. However, the following issues, based on experiences in Norfolk, may help in developing your action plans:

Physical Environment

These need to be reviewed in 2015.

- Disabled toilet access (details), planning for future development (accessible toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults. A toilet cubicle that is slightly larger than average with handrails will rarely be adequate for a child with complex needs.)
- Adults assisting pupils with personal care
- Evac chairs and the details of staff trained to use them (we need individual pupil plans if these or alternatives are to be used) Plans for the future in case this is not a current issue but it may become one
- Any pupils with complex medical needs need an individual policy. Staff members may need training from health professionals, this needs to be documented in the personal policy.

- Medical room/appropriate space for performing complex medical procedures. (And plans might also be made to examine job descriptions for new support staff to ensure that meeting the medical needs of disabled pupils is included.)
- Parking spaces or transport plans for parents of disabled pupils.
- Heavy doors
- Sharp corners, narrow hallways/narrow entrances to classrooms
- Specialist furniture
- Planning to make the school play area more accessible for pupils with mobility, sensory and social difficulties may be pertinent to your setting.

Access to the curriculum

All areas of the curriculum should be available to pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity should be made available. Cross country running may be inappropriate for an individual wheelchair user but an alternative physical activity – perhaps table tennis or swimming – should be offered. Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.

Depending on the impairments of your disabled pupils, planning specific staff training will improve access to the curriculum. Training is available from a number of sources.

Purchasing specialist equipment will increase access to the curriculum for disabled pupils. Schools might plan to purchase more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.

Including review of the participation of disabled pupils during lesson observations will inform future developments in inclusion.

Planning to use tools such as the Index for Inclusion can help a school improve access and raise awareness.

Access to school visits can be problematic for some disabled pupils. Reviewing your school's visits policy and investigating more accessible venues and transport providers will be valuable, as will better forward planning and a creative approach to staffing.

School minibuses are often inaccessible for pupils with mobility difficulties especially if they are wheelchair users. Accessible transport from private providers is generally expensive and schools may find it cost effective to plan to have their own accessible transport for the future.

Access to written information

Plans could be made to investigate symbol software to support learners with reading difficulties.

Raising awareness of font size and page layouts will support pupils with visual impairments.

Auditing the school library to ensure the availability of large font and easy read texts will improve access.

Auditing signage around the school to ensure that is accessible to all is a valuable exercise.

The SMT will review the Action Plan annually during the Spring Term. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense for those pupils on our disability register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- ✓ Pupils interviews
- ✓ Increasing staff awareness
- ✓ Parental questionnaires
- ✓ Analysis of assessment data

The action plan will be evaluated and updated annually.

The disability register (Appendix B) will be updated as and when necessary.

The school census (Appendix C) will be updated annually.

Formal review of the scheme will take place after three years

Making it available

Access plans should be easily available to interested parties. Many schools publish plans on their school website.

For further guidance and support contact the Disability Co-ordinator.

Date adopted: September 2016

Updated September 2016

Name: Andrea Taylor



Signed:

Appendix A – Action Plan for Audit

ACTION PLAN FOR DISABILITY EQUALITY SCHEME

	Activity/resources	Responsible	Timescale	Outcome
Collecting views to inform scheme	Collect views of pupils on disability register through pupil interviews			
	Send out/collect in questionnaires to parents (Appendix B)	Jane Simmonds	June 2014	Completed but limited response. Repeat in 2015.
	Revise new admissions pack to include questions for parents of children with disability	Sian Hoskins	Jan 2015	
	Keep staff updated in terms of information sharing, training and collection of their views;	SMT	Ongoing	Review effectiveness in SMT
	Discussion with parents and pupils at Parent’s Evenings, IEP reviews, etc.	All staff	Ongoing	Review effectiveness in SMT

Premises and Environment	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school	FCCERS audit carried out June 2014 Alexa Greayer.		Blinds installed in all classrooms. Ramp installed at front entrance. Access improved Spring 2014.
	Consider as part of the audit the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.	SMT	Ongoing	
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school’s budget. (Further actions to be developed following audit).	SMT	Ongoing	

	Activity	Responsible	Timescale	Outcome
Policies and initiatives	Behaviour Policy Review	Jane Simmonds	Revised Oct 2014	
	Work towards Healthy Schools	SMT		Reaccreditation Achieved Oct 2014
	Include information and key documents on school website/learning platform	Yes		New web site Autumn 2014
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia	SEN to review Jan 2015		
	Include aspects of Disability Equality in school assemblies and worship	SMT	Ongoing	
	Increase awareness of and positive attitudes towards disability through the curriculum	SMT to review		
	Conduct audit of the physical environment of the school and make recommendations for any necessary actions	Update in 2015		
	Review the accessibility of written information to those with a disability and implement any necessary actions for improvement	Review 2015		

	Review of other linked policies: SEN, Health and Safety, Equal Opportunities, Ant-bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Transfer of Medical information; Write impact statements	All reviewed 2014		
	Ensure staff are fully briefed and up to date with DES and that it is added to induction training of new staff	Ongoing.		

	Activity	Responsible	Timescale	Outcome
Using Data to develop	Devise Disability Register. (Pupils and staff)	Jan 2015		
	Set up half-termly Progress Meetings, where needs, issues and performance of pupils on DR are discussed	SMT to discuss		
	Create class file with basic medical information for visiting/supply teachers (in Registers). Passed on and discussed with new teacher at the beginning of a new school year.	Yes		

	Activity	Responsible	Timescale	Outcome
Access to the Curriculum	<ul style="list-style-type: none"> ✓ Remind staff of Quality First Teaching and National Curriculum Inclusion Statement. ✓ Run staff meeting on "Reasonable Adjustments" 			
	Share good practice relating to disability issues and data	SMT and all staff		
	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made	Ongoing		Spot checks to be carried out
	Review of resources and ICT provision with consideration to suitability and development of pupils on DR	Ongoing		
	Audit of staff training needs	Sian Hoskins Jan 2015		

Appendix B
Questionnaire to Parents

Dear Parent/Carer,

Hampstead Hill School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life.

At the moment governors, parents, staff and children are working on the Disability Equality Scheme and Accessibility Action Plan and we need the views of our parents and children.

Your child's name is entered on our school records as suffering from an allergy, medical condition or specific learning difficulty as detailed below.

We would be grateful if you could talk to your child about the effect this may or may not have on his/her schooling and complete the attached questionnaire. If your child is very young and cannot answer themselves please complete the form giving your views.

The questionnaires should be returned to the school office by [date].

As always your assistance is much appreciated.

Yours sincerely

Principal

Child's Name: _____

Class : _____

Identified condition: _____

1) Does your child's condition affect them at school? YES/NO

If Yes please provide details -

2) What does the school do to support your child with their condition?

3) What else could the school do to improve the support your child receives?

4) Please provide any additional information you feel may be useful:

Continue on reverse if you need more space. Thank-you for your time.