

Accessibility Plan (17b)

Last Updated: January 2024

Review Date: January 2025

Awaiting Approval by Governors on:

Introduction

This plan was drawn up in accordance with the planning duty in the Equality Act 2010.

Hemdean House School (HHS) believes in providing a welcoming, comfortable, accessible environment that is safe and easy to use for pupils, parents and relatives, staff and other visitors and users of the school premises. The school believes that the accessibility of school buildings is a critical issue, especially for people with a disability. In this respect, the school understands that entrances and exits need to balance welcome and ease of access with the need to control access and ensure safety and adequate levels of security.

HHS is committed to providing a full curriculum to as many pupils as possible and aims to “enable all young people to achieve their full potential, academically, emotionally and spiritually”. In particular, the Governing Body recognises its duty under the Equality Act 2010 which prevents the discrimination against people in relation to their age, sex, sexual orientation, disability, gender, race, religion or belief, marital status or pregnancy in their access to education or employment.

Aims of the Plan

HHS is committed to the implementation of a policy to achieve equality of opportunity for all its pupils, ensuring that they are given a chance to attain their full potential through equal access to all school facilities and all staff in their employment at Hemdean.

Key Objectives

- To reduce and, where possible, eliminate barriers within the school community thus making “reasonable adjustments” in matters of admission and education.
- To ensure that disabled pupils are not treated less favourably.

Principles

Compliance with the Equality Act 2010 is consistent with Hemdean House School’s aims and Equal Opportunities Policy, Inclusion Policy and the operation of Hemdean House School’s Special Educational Needs Policy.

Hemdean House School recognises its duty under the Equality Act 2010

- Not to discriminate against disabled pupils in their admissions and provision of education and associated services.
- Not to treat people less favourably because of age, sex, sexual orientation, disability, gender, race, religion or belief, marital status or pregnancy.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Hemdean House School recognises and values parent's knowledge of their child's disability and its effect in his/her ability to carry out normal activities and respects the parents and child's rights to confidentiality. Hemdean House School provides all of its pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum framework, which underpins the development of a more inclusive curriculum by:

- Setting suitable learning challenges
- Responding to Pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

Activity

a) Education and related activities

Hemdean House School will continue to seek and follow advice of the LEA services, such as specialist teacher advisors, the early year's improvement officer and appropriate health professionals and from local NHS trust.

b) Physical Environment

At Hemdean House School we will take account of the needs of pupils and visitors with physical difficulties, sensory impairments and EAL when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

Hemdean House School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

d) Admissions

Hemdean House School will not discriminate by age, sex, sexual orientation, disability, gender, race, religion or belief in the selection of pupils. The school will however make an assessment of the needs of the child and be certain to be able to fully meet the needs of the child before a place can be offered.

e) Employment

Hemdean House School will not use age, sex, sexual orientation, disability, gender, race, religion or belief, marital status or pregnancy when appointing new staff.

Action Plan

The plan aims to improve access to all aspects of education within Hemdean House School and is organised in a way that helps to remove existing barriers to pupils learning. It also aims to widen the opportunities for including more students within the school and to look positively at ways in which existing difficulties can be overcome. In this way, the Governing Body is showing its commitment both to school members and to the wider community based on the promotion of self-respect and the respect for others.

In order to comply with legislation, we have planned reasonable disabled facilities for pupils, parents and visitors to Hemdean House School. The nature of the school being located within an Edwardian House does not make this easy. For example, lift access would provide access to all floors, but this would be a costly exercise and would reduce classroom space and numbers. If a disabled pupil requiring a lift were to be admitted, we would rearrange classes so that the pupils would have access to classrooms throughout his or her time at Hemdean House School.

Hemdean House School will make all reasonable adjustments to curricular and physical settings to accommodate pupils who seek entrance into our school.

| Target | Strategies | Timescale | Finance | Responsibility | Monitoring | Success Criteria |
|---|--|--|-------------------------------|--------------------------------------|--------------------------|--|
| Access to the Curriculum Reflect identified area of need for lesson planning and delivery | Staff training on disability awareness to reflect needs of pupils within the school. Purchase resources to increase pupil participation | On going and 2 weeks prior to the child starting school if training not already received. By 2 nd week of pupil entering school. | Training budget | Headteacher SENCO Staff | SLT Governors | Child with disability has full access to the curriculum with responsible adjustments made. Success evidenced in lesson planning, resources, learning outcome |
| School Policies Ensure all policies consider the implications of Equality of Opportunity. | When reviewing policies, consider child with disability | Ongoing and 2 weeks prior to the child starting school. | Staff | Headteacher SENCO SLT Staff | Governors | School policies reflect the needs of the child with disabilities. Access to all aspects of school life for all pupils. |
| School Buildings Ensure access to school buildings and site can meet diverse pupil need. To make the whole school site accessible. | Awareness of independent access. Purchase of portable ramp. To look at use of ramps, handrails etc | 2 weeks prior to child starting school. Ongoing | Small assets Budget | Site Manager | Headteacher Governors | Access to as much of the school site as is physically possible given the steepness of the driveway up to the main house, location of some specialist rooms, e.g. IT. |
| Classrooms Ensure that all classrooms are adjusted to reflect the needs of the child with the disability or EAL | Plan classrooms in accordance with pupil need. Organise resources within the classroom to reflect pupil need. | 2 weeks prior to the child starting school. By 2 nd week of the child starting school | Staff INSET and meeting time. | SLT SENCO | Headteacher Governors | Appropriate use of resources for diverse needs of specific pupil with disability or EAL |
| Curriculum Ensure that the Curriculum is adapted to meet the needs of the child with the disability or EAL | Plan curriculum in accordance with pupil need. Lesson planning to reflect pupil need | 2 weeks prior to the child starting school. By 2 nd week of the child starting school | Time to meet with SENCO | Class Teacher SENCO | SLT | Appropriate activities to meet the needs of specific pupil with disability or EAL to enable them to access learning and make progress |

| | | | | | | |
|---|--|---|--|---|----------------------------------|--|
| <p>Newsletters and Documents</p> <p>Availability of newsletters and school documents in alternative formats</p> <p>All staff to be made aware of children and parents with disabilities.</p> | <p>Large print and audio formats as required. Additional languages</p> <p>Newsletters, school documents and pupil resources can be given in alternative formats as required.</p> | <p>Two weeks prior to the child starting.</p> | <p>Time for administration</p> <p>Staff INSET/meetings</p> | <p>School Office Data Manager SLT Staff</p> | <p>Headteacher Governors</p> | <p>Information to pupils with disabilities and /or EAL and parents/carers will be improved.</p> <p>To ensure Hemdean House School is fully inclusive for everyone and that child and parents are happy with the school provision.</p> <p>Accessibility plan up to date and reflects needs of particular disabilities within the school</p> |
| <p>Annual review to monitor Accessibility Plan</p> | <p>Plan reviewed annually.</p> | <p>Yearly</p> | | | | <p>.</p> |