

## Policy Essential Information

**Title:** Accessibility Policy

**Date Approved:** April 2019

**Last Reviewed:** March 2019

**Next Review:** March 2021

**Status:** Statutory

**Delegation:** Headteacher

**Review Frequency:** Every 3 years (Annual review of action plan)

**Policy Locations:** SharePoint

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Date authorised:	April 2019		Reason for version change:	Review Cycle
Date of next review:	March 2022		Name of owner/author:	Headteacher

## Accessibility Policy

### Context

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 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
- Improve the availability of accessible information to disabled pupils

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.

### 1. School Ethos, Vision and Values

Pinner High School is committed to ensuring equal treatment of all its employees, students and any others involved in the school community with any form of disability. The school will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. The school will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents. This document is to be read in conjunction with the following policies:

- Teaching and Learning Policy
- Literacy Policy
- Behaviour for Learning Policy
- Equal Opportunities Policy
- Special Educational Needs and Disability Policy
- School Improvement Plan
- SEN Information Report
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- E-Safety and ICT Acceptable Use Policy

### The School's Strategic Priorities

The whole school priorities identified in the School Improvement Plan will incorporate the needs of all members of the school.

### Strengths and Weaknesses

All aspects of school life actively promote an environment of equality and inclusion for all members of its community.

Any shortfall in the school's physical environment are clearly identified and prioritised in the Accessibility Action Plan.

## **2. How the school will meet the requirements of the Equality Act 2010**

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disability
- Promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all
- Encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled students in a disabled setting so that they do not feel pushed into activities they do not wish to take part in
- Take steps to consider disabled persons' disabilities, even when that involves treating disabled persons more favourably than other persons

It is the intention to consult with all stakeholders with disabilities (students, parents/carers, regular visitors to the school) to aid in the development of this scheme, by taking account of their views when making appropriate adjustments. This consultation process will be ongoing.

The Action Plan will be available to all stakeholders and progress made will be reported annually.

### **Developing a voice for disabled pupils, staff and parents/carers**

Monitoring, review and evaluation will be an integral part of the plan. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

### **The Governing Body**

Meetings of the Governing Body are accessible to all. The body includes the correct quota of parent representatives and their contact details are published on the school website. When vacancies arise the position is open to all eligible parties and a fair election is held.

### **Removing Barriers**

Physical/curriculum/communication barriers to making the school more accessible are detailed in the Action Plan.

### **Disability in the curriculum, including teaching and learning**

Schemes of work/individual lesson plans will clearly highlight if special considerations need to be made to allow full access to all aspects of the lesson for all students.

Any necessary additional equipment/resources will be provided by the school or outside agencies.

The school will work closely with Specialist Services to develop curriculum resources for students with additional needs.

### **Eliminating harassment and bullying**

Please refer to the school's Anti Bullying Policy.

### **Reasonable adjustments**

The views of students and parents are regularly collected. All new parents and families to the school are made aware of the school's physical accessibility and individual family needs are recorded. The Student Government is also asked for feedback.

### **School facility lettings**

Areas of the school used by the community are accessible by all. The disabled parking space is located as close as is practicable to the entrance. The number of spaces are increased to meet individual needs, for example for pregnant members of staff and for staff and visitors with interim mobility needs.

### **Contract and procurement**

Any outside contractor being employed by the school will be required to support the school's disability awareness procedures.

### **Information, performance and evidence**

- **Student Achievement:** Appropriate data for all students is analysed on a termly basis.
- **Learning Opportunities:** In the case of on-site facilities not being suitable for any student, alternative arrangements will be sought (specific reference to PE).
- **Admissions, Transitions, Exclusions:** Entry to the school, at any level, will be based purely on the local authority Admissions Policy. Likewise all students facing potential exclusion will be treated fairly following the school's Exclusion Policy.
- **Social Relationships** All students new to the school, irrespective of year group, will follow the relevant induction process. If it is deemed appropriate, tutor/teaching groups will be briefed as to how they can/should respond positively to a newcomer with a disability. This will always be carried out sensitively following consultation and approval from the incoming student. Work in PSHCE delivers information to help all students in their understanding of the needs of everyone in our school community.
- **Employing, Promoting and Training Disabled Staff:** There will be no discrimination on the grounds of gender, race, marital status or disability in the recruitment and selection process. The aims of the recruitment and selection process will be to ensure that equality of opportunity is considered as an integral part of recruitment practice, thus encouraging diversity by reducing unnecessary barriers. Adjustments to enable disabled candidates meet the requirements of the post will be considered.

The access plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school's complaints procedure covers the Accessibility Policy. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

### 3. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

The Disability Equality in Education (DEE) recommends that all students with SEN and those with long-term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all students with long-term impairments, which have a significant impact on their day-to-day activities.

Pinner High School uses the 'Social Model of Disability' as the basis for its work to improve the equality and tackle any discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. (Refer to Appendix 1 – The Social Model of Disability) We understand that the definition of disability under the Act is different from the eligibility for special educational needs provision. This means that disabled students may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

#### 4. Action Plan 2019-2022 (to be reviewed annually)

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Timescale	Resources	Person responsible	Monitoring	Success criteria
<p>Admissions</p> <p>Ensure all staff are aware of the specific needs of disabled students joining the school and that the student and parent/carer has accessibility information about the school</p>	<ul style="list-style-type: none"> <li>Transition meeting held with feeder transfer school to determine if PHS can meet the needs of the disabled student</li> <li>Commissioning of support for the personal care of the disabled student</li> <li>Transition meeting held with parents/carers, healthcare professionals and student with disability to share support information</li> <li>Induction programme adapted accordingly to support the disabled student</li> </ul>	<p>Ongoing</p>	<p>Referral, transition and induction meetings</p>	<p>All Senior Leaders</p>	<p>SLT Governors</p>	<p>Smooth transition and induction for students with disabilities</p> <p>Positive outcomes for students with disabilities</p>

Access to Curriculum – ICT	<ul style="list-style-type: none"> <li>Adaptation and access to ICT equipment as required to support students with disabilities</li> <li>Hardware/software is purchased as required</li> </ul>	As soon as a need is identified	As required. Advice to be sought from the school's ICT department	All Senior Leaders	SLT Governors	Access to appropriate ICT for all disabled students
Access to Curriculum – Lesson planning and delivery	<ul style="list-style-type: none"> <li>Specific staff training depending on the needs of the student</li> <li>Purchase of resources</li> </ul>	Ongoing	Curriculum area plans	All staff	SLT Governors	Improved access to the curriculum for all students
Access to Curriculum – Participation in school activities	<ul style="list-style-type: none"> <li>Promote student awareness of the rights of the child (UNCRC), especially Article 23 which deals with children and young people with a disability.</li> <li>Ensure student activities are accessible to all students, including out of hours programmes and offsite educational visits and activities.</li> </ul>	Ongoing	PSCHE and curriculum plans	All Staff Pastoral Support	SLT Governors	<p>Increased participation in school life for students with disabilities</p> <p>Positive feedback from students/parents</p>

	<ul style="list-style-type: none"> <li>Where an activity cannot be made accessible ensure there is an alternative activity.</li> <li>Ensure the views and aspirations of disabled students and their families inform and guide this access plan.</li> <li>Close liaison with specialist agencies e.g ASD Advisory/Hearing Impairment Service/Occupational Therapy</li> </ul>					
<p>School Policies</p> <p>Ensure all school policies consider the requirements of the Equality Act 2010</p>	<ul style="list-style-type: none"> <li>Regular review cycle of policies with governor scrutiny</li> <li>Staff training on equalities legislation</li> </ul>	Ongoing	<p>Model policies from The Key</p> <p>Shared best practice with other Harrow schools</p>	<p>Headteacher</p> <p>Governors</p> <p>SLT</p>	<p>Headteacher</p> <p>Governors</p> <p>SLT</p>	<p>Access to all aspects of school life for all students.</p>
<p>School Buildings</p> <p>Ensure that access to school building and site</p>	<ul style="list-style-type: none"> <li>Lift access</li> </ul>	Ongoing – building will be refurbished during 2019/20, accessibility will be part of scope;	<p>Site and Maintenance Plans</p> <p>Phase 3 build plans</p>	<p>Headteacher</p> <p>Governors</p>	<p>Headteacher</p> <p>Governors</p>	<p>All areas of the school currently in use are accessible to all students.</p>

<p>meets diverse student needs</p>	<ul style="list-style-type: none"> <li>• Clear signage around the school, rooms clearly labelled</li> <li>• Access ramp available as required</li> <li>• Disabled toilet access</li> <li>• Personal Emergency Evacuation Plans (PEEP) for relevant students and staff which are regularly reviewed</li> <li>• Disabled parking spaces</li> <li>• building will be refurbished during 2019/20, accessibility will be part of scope; external specialist are retained by DfE to ensure building meets all relevant statutory requirements</li> </ul>	<p>external specialist are retained by DfE to ensure building meets all relevant statutory requirements</p>		<p>SLT DfE</p>	<p>SLT</p>	
<p>Classrooms Ensure that classrooms are optimally organised for disabled students within current constraints.</p>	<ul style="list-style-type: none"> <li>• Resources organised within classrooms reflect student need.</li> <li>• Mint Class used for seating plans.</li> <li>• Quiet areas provided within the school</li> </ul>	<p>Ongoing – see above re refurbishment of site</p>	<p>Mint Class</p>	<p>Headteacher Governors SLT</p>	<p>Headteacher Governors SLT</p>	<p>Phase 3 build completion has classrooms fully optimized for disabled students.</p>

Identify needs and actions for future improvements						
<p>Newsletters and Documents</p> <p>Ensure school documents are available in alternative formats</p>	<ul style="list-style-type: none"> <li>• Letters sent in first language if requested</li> <li>• Large print and audio if requested</li> <li>• Text/Email</li> </ul>	Ongoing	Admin team	SLT Governors	Governors	Positive parental feedback

## **5. Monitoring Arrangements**

The policy will be reviewed every **3** years; the action plan will be reviewed annually.  
It will be approved by the Governing Body.