

# HEMDEAN HOUSE SCHOOL

CAVERSHAM

## Accessibility Plan

Last Updated            May 2018

Review Date:            May 2019

### Introduction

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

Hemdean House School 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.

Hemdean House School 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

Hemdean House School 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 Danesfield.

### 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.

## Appendix 1: Hemdean House School Accessibility Access Plan 2018-21

Target	Strategies	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<b>Access to the Curriculum</b> 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 <sup>nd</sup> 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
<b>School Policies</b> 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.
<b>School Buildings</b> 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	Full access gained to all areas of the school site.
<b>Classrooms</b> 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 <sup>nd</sup> 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
<b>Curriculum</b> 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 <sup>nd</sup> 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
<b>Newsletters and Documents</b> Availability of newsletters and school documents in alternative formats  All staff to be made aware of children and parents with disabilities.  Annual review to monitor Accessibility Plan	Large print and audio formats as required.  Newsletters, school documents and pupil resources can be given in alternative formats as required. Plan reviewed annually.	Two weeks prior to the child starting.       Yearly	Time for administration  Staff INSET/meetings	School Office Data Manager SLT Staff	Headteacher Governors	Information to pupils with disabilities and /or EAL and parents/carers will be improved.  To ensure Hemdean House School is fully inclusive for everyone and that child and parents are happy with the school provision.  Accessibility plan up to date and reflects needs of particular disabilities within the school.