

Accessibility Policy

Our Vision...

... that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Rationale

The governors and staff of Hadley Wood School are dedicated to ensuring that all pupils have access to a high quality education. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are an inclusive school and seek to promote social inclusion, irrespective of disability, faith, nationality, sexual orientation, gender identity or gender expression.

A person has a disability if he or she has a physical/mental impairment which has a substantial and long-term effect on his/her ability to carry out normal day-to-day activities. We believe that this Accessibility Policy is compliant with current legislation and requirements as outlined in the Equality Act 2010, Schedule 10 (which incorporates the SEN and Disability Act, 2001 and the Disability Discrimination Act, 1995)

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised every 3 years as a minimum. Attached to this policy is the action plan showing how the school will address the priorities to enhance accessibility at Hadley Wood School.



Aims

- To make reasonable adjustments for persons with a disability, so that they are not at a substantial disadvantage
- Not to treat disabled pupils, parents and staff less favourably for a reason related to their disability
- To plan to increase access to the curriculum for persons with a disability; including teaching and learning, access to the school environment and school visits

This policy and action plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Discrimination Act:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery of information to disabled pupils

Audit of Existing Achievements and Provision:

Curriculum:

- Data obtained on future pupils to facilitate advanced planning, includes pupils entering the Foundation stage.
- Established procedures for the identification and support of pupils with Special Educational Needs and Disabilities.
- Detailed pupil information on SEN pupils and those with additional needs, including disabilities, given to relevant staff.
- Half termly whole school pupil progress meetings with all staff, Inclusion Manager and Headteacher.
- Pupils and parents involved in target setting and review of Individual Support Plans.
- Liaison with external agencies (EP, CAMHS, BSS, Speech and Language Service, EWO, Physiotherapist, OT, Advisory Service for Autism, Hearing Impaired Service and Visually Impaired Service).
- Specialist resources to support specific needs (Writing slopes, move and sit cushions, pencil grips, coloured paper, coloured overlays, reading rulers, therapeutic putty, Ipad apps, etc.).
- Specialist arrangements for KS2 SATS (extra time applied for, use of amanuensis, large print or modified print papers).
- Differentiated curriculum and parallel curriculum, where necessary, to enable all pupils to feel secure and make progress.
- Learning support assistants and teaching assistants deployed to cover literacy, numeracy, speech and language and OT support programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need and for those with temporary disabilities, e.g. broken limb.

Physical Environment:

- Slope between the KS1 and KS2 playgrounds
- Wheelchair access to KS1 building
- Additional rooms for quiet times, 1:1 or small group work

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Information

- Provision of information to pupils with a disability: This is currently provided by review meetings, parent consultations and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents. The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.
- Prospective parents of pupils with Education, Health and Care Plans and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. The pupil will also be visited in the pre-school setting and/or the home by school staff.
- It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.



Equality Act 2010: Advice for Schools

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

It should be noted that an Education Services Access Audit by Enfield Local Authority in July 2003 and subsequent feasibility study concluded the following:

- The gradient of the ramp needed for access, instead of the steps up to the main entrances off the playground, was not feasible due to lack of space.
- The gradient of the ramp, needed for wheelchair access to the hall, was not feasible due to lack of space
- There is no feasible access available to install a lift in the KS2 Building.

This policy and action plan will be reviewed annually by the Curriculum and Premises sub-committees of the Governing Body, Headteacher, Deputy Headteacher and Assistant Head for Inclusion.

This policy should be read in conjunction with the following school documents:

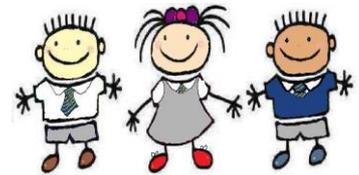
Equal Opportunities

Positive Behaviour Policy

Inclusion Policies (SEND, MA G & T, EAL)

Policy written: September 2018

Policy review: September 2019



Confident Capable Caring

