

Harriet House School

Accessibility Policy: Principles and Implementation

Implementation date: December 2019

Review date: December 2024



The Statement

At Harriet House School we are committed to ensuring equal treatment for all, including those with any form of disability. By 'all' we mean anyone involved in the school community including employees, pupils, parents and carers.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all 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 EYFS Framework:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the at the school and of society
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it ^[1]_[SEP]
- Foster good relations across all characteristics – between people who share a ^[1]_[SEP] protected characteristic and people who do not share it. ^[1]_[SEP]

The equality duty covers the nine protected characteristics; age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. ^[1]_[SEP]

The Headmistress is required to prepare an accessibility plan and “further such plans at such times as may be prescribed”. This purpose of this document is to plan for;

- Increasing the extent to which disabled pupils can participate in the school's curriculum **(See table 1 access to curriculum)**,

Accessibility plan

Table 1 – Access to the curriculum

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professions from the local NHS Trusts.

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1.	To identify children coming to Harriet House for the next academic year who need additional provision	At least one visit per child to settings providing pre-school provision. More than one visit for children identified as needing support	May to early July annually	Keyworker	Provision set in place ready for when the child(ren) start school
2.	To establish and maintain close liaison with parents	Parent of children with a support and achievement plan (SAP) are invited to review the SAP with the class teacher and/or SENDco termly	Termly	Keyworker/ SENDco	Parents of children with special education needs feel involved in supporting their child
3.	To establish and maintain close liaison with outside agencies for pupils with additional needs	Time allowed for SENDco and other staff to attend network opportunities Time allowed for staff to attend relevant meetings for the pupils they are teaching	Ongoing	SENDco/Headteacher	All relevant staff have been able to attend relevant networking meetings for their role
					Teaching staff are able to attend meetings such as

					EHCP/ TAF/ S< /OT to enable them to better meet the needs of a pupil
4.	To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips.	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	Ongoing	Department Heads/ Keyworker	All pupils are accessing and experiencing the opportunities available.
5.	To include pupils with a disability, medical condition or other access needs as fully as possible in extra-curricular provision	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	Ongoing	Keyworker/ Headmistress	All pupils are accessing and experiencing the opportunities available.
6.	To regularly review the curriculum and teaching plans to ensure children have access to all parts	This is covered under the Teaching for Learning Policy and Curriculum Policy /EYFS	Termly on a curriculum review cycle	Keyworker	Any review that has happened meets the needs of the current cohort of children.

7.	Ensure there is a comprehensive CPD programme, which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Annual training cycle that includes SEND and specific training as identified.	Ongoing	SENDco / Headmistress	There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from
					These opportunities are shared with colleagues to promote awareness for all relevant staff.
8.	Ensure pupils needs' can be met using relevant resources.	Use referral to CALT, EP, OT, Paediatrics service and their recommendations.	Ongoing	SENDco / Keyworker	Children have timely access to relevant, supportive and cost effective equipment to meet their needs.

Table 2 Access to the Physical Environment

The school is comprised of three main buildings. The main building (reception entrance) has five large, wide steps with a small inclined ramp access at the rear. The entrance to the Little House is ramped. All other doors are low- level steps. The school corridors are a minimum of 1.2 m wide and unobstructed. Internal doors can be held open door guards, which are activated on the sounding of the fire alarm. There is a disabled toilet in in the main building, and Little House, which meet the requirements of current staff/pupils.

Internal signage meets BS: The fire alarm is a ringing bell (no pager or flashing lights available) , automatic fire detection system with call points located at appropriate places around the building (i.e. all exit points). Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or access a refuge area to await evacuation. A Personal Emergency Evacuation Plan (PEEP) should be completed for all pupils, staff and visitors who require one and the findings communicated.

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1.	All access points to the school accessible	If required use of temporary ramping.	Ongoing Within the next 12 months.	Headmistress	All areas are accessible to all.
2.	Regular review of needs for current pupils	Reviews of SAP/ EHCP	Termly (or when a new pupil is expected whose needs are not currently met)	Keyworker/ SENDco	All current pupils are able accessible areas required for learning.

3.	Upgrades to fire alarm so that it is visual and auditory where it is anticipated that someone with impaired hearing may be in relative isolation where no other suitable	Consideration when repair/maintenance of existing detector heads to be both visual and auditory (guidance for design and selection of fire alarm warning for people with impaired hearing, clause 18 BS 5839-1:2002)	Annually	Headmistress	An anticipatory compliant alarm system to cater for any pupil (or visitor) to the school.
	method of alerting them				
4.	Personal evacuation plans completed for students who are identified as requiring one	Liaise with parents and other healthcare staff to identify needs and put in place appropriate evacuation arrangements	As required	SENDco	All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully.
5.	Learning areas accessible for pupils	Regular review of layout of classroom to ensure meets the needs of the children using the space at the time.		Keyworkers and Assistants	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment

Table 3 Access to Information ^[1] _{SEP}

As part of these activities the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1	Provision of written material to pupils to meet their needs	Use of coloured paper/text size/visual timetables	Ongoing _____	Keyworker	Pupils always have access to written material which meets their needs at the appropriate time
2	Review documentation on website to check accessibility for parents with English as an additional language/ disability in order to support their child(rens) learning	Review of the website	Ongoing	School Business Management / IT technician	Website reviewed and updated as necessary to be accessible

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