



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	School Accessibility Plan Policy	
Lead	Mrs C Grantham, Senco	
Governor Committee	Chair of Governors	
Policy Status	Updated	March 2018; minor update July 2021 and October 2024
	Governor Approved	
	Date Governor Approved	1
Review Frequency	3 Years	
Next Review		

School Accessibility Plan 2024

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Henley in Arden School we are committed to working together to provide an inspirational and exciting learning environment where all pupils can develop an enthusiasm for life-long learning. We believe that pupils should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Definition of Disability

Disability under the Education Act 2010 is a physical or mental impairment that has a "substantial" and "long-term" negative effect on your ability to do normal daily activities.

Under the Special Educational Needs and Disabilities (SEND) Code of Practice 2014 '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, epilepsy, diabetes and cancer.

Introduction

This Accessibility Plan is drawn up in accordance with the Equality Act 2010 and replaced all existing equality legislation such as The Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Disability Discrimination Act 1995 (DDA) was extended to include education by the SEND and Disability Act 2001 (SENDA).

Henley in Arden School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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

The school supports any available partnerships to develop and implement the plan, including from the Arden Multi Academy Trust.

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

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

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

The school recognises its duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To offer coordinated support through Student Support and via the pastoral system run by Heads of Year and overseen by the Deputy Head Teacher.
- Provision for each child with a known disability will be supported on a planned strategic day to day basis, implemented by the Student Support Department.
- To publish an Accessibility Plan

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 National Curriculum framework, which underpin the development of a more inclusive curriculum:

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

Education and related activities

In order to accommodate the needs of individuals and achieve the key objective, the school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS.

Accessibility Plan Actions

A. Gathering Information and Communication

1. All information to parents given in clear English or translations available on request.
2. Newsletters home given in English using photographic information.
3. School invitations (Consultation Evenings, Plays, Concerts etc.) to include sentence requesting information in advance of any special requirements e.g. wheelchair access
4. Development of a list of pupils, parents, siblings and other stakeholders who have a disability.
5. Developing a yearly questionnaire sent to parents known to have disabilities and to students with disabilities.
6. Transition plans in place to support pupils in year 6 transferring to year 7.
7. Staff trained to lead and co-ordinate a variety of Early Help interventions.
8. Confidentiality of all sensitive information.
9. Clear channels of communication for issues around Child Protection.
10. Regular liaison with professionals
11. P.H.S.E. curriculum throughout the school including content about disability, equality and diversity.
12. Areas of curriculum to explore issues of disability, race, and equality.

B. Improving Access to the Curriculum

1. Monitor disabled pupils' achievements in exams
2. Ensure that all teaching staff of disabled students are informed of individual pupils' needs
3. Inclusion Support Plan in place for all vulnerable students and distributed to all teachers.
4. Access Arrangements for lessons and examinations where appropriate.
5. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
6. Access to whole site curriculum areas eg drama/art in the event of more than one student requiring wheelchair access.
7. Application for assistance from the Local Authority in order for all students requiring wheelchair access to be accommodated.

C. Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes, and more accessible facilities and fittings.

Wherever possible the school will incorporate measures to improve the standard of the facilities in line with legislation.

If a member of staff or student with an accessibility issue is admitted to the school a risk assessment will be carried out and where practical, measures put in place to assist their accessibility.

The school is close to local amenities and public transport is only a short distance from the school.

See Appendix 1: Improving Physical Access

Monitoring and Review

Henley-in-Arden School recognises that regular on-going monitoring is essential to ensure that students with disabilities are not being disadvantaged. Monitoring will lead to action planning as and when required.

We will monitor:-

- Attendance
- Rewards and sanctions
- Impact of pastoral strategies
- Extra-curricular activities
- The implementation of the Accessibility plan
- The attendance of parents at consultation meetings
- SEN register

Notes to the Policy

This policy aligns with the Admissions Policy, Equal Opportunities Policy, SEN Policy, Health and Safety Policy, and the Teaching and Learning Policy.

The obligation for schools to provide extra support such as specialist teachers or extra equipment will be introduced at a later date.

Schools are not expected to change their premises. They are expected to make long-term plans for improving access to their buildings through their planning duties.

The local Governing body are ultimately responsible for the implementation of this plan and reviewing it regularly by means of reports from the Executive and Associate Headteacher and the SENCo. Curriculum issues will be reviewed by the governors' Teaching and Learning committee and asset management will be the responsibility of the AMAT Business and personnel finance committee.

The management and monitoring of this plan must fit it with the existing line management and school development planning systems. The needs of students will be reviewed annually or more frequently if necessary and the SENCo will liaise with the Executive and Associate Headteachers if further resources are required. The plan will be reviewed each year as part of the school self-review. The AMAT Financial Team will review the asset management plan and report to the leadership team. All of this will be reported to the appropriate Governors' committee.

Appendix 1

Improving the Physical Access

Item	Activity	Timescale
Accessible car parking	2 Bays to be assigned	Completed
Accessible toilet	Continue to provide one unisex accessible toilet	Completed
Canteen server	Investigate feasibility of dropped hatch in the canteen server refurbishment	Ongoing
Staircases	Colour-contrasted noses to added to steps	Completed
Steps	Renew paint on edge of external steps in contrasting colour	Ongoing – continually painted due to wear
Medical Room	Provide private medical room	Complete
Reception facilities	Improve Reception facilities during refurbishment and ensure there is a low counter available.	Complete
Ramp access into SEND back door	Plan and cost ramp access into SEND rear entrance and be ready to implement when need arises/budget allows	Complete – most steps have access
Main Hall Access	Improve wheelchair access into the main hall by improving the path and providing a ramp.	Complete but ramp to be updated
North door steps on to the playground	Add an additional handrail	Complete