



Accessibility Plan

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Version Control

The table below shows the history of the document and the changes that were made at each version:

Date agreed	Summary of changes
16 th March 2023	Updated section 1.; renamed titles of sections 2., 3. and 4.; added clarification on several acronyms throughout.
23 rd June 2022	N/A

1. Purpose & Scope

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Hampstead School is committed to the UN Convention on the Rights of the Child (Article 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity independence and an active role in the community).

2. The School's Plan, Vision & Values

Hampstead School is committed to ensuring that all members of the school community are able to use the school and its facilities fully and that students have full access to the curriculum and associated activities.

This plan sets out the proposals of the Governing Board of the school to increase access to education for disabled students in the three areas required:

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

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

3. Increasing Participation of Disabled Students in School Curriculum

The governors and staff of Hampstead School are committed to the inclusion of all students with special educational needs and disabilities in the full life of the school, with equal access to a broad and balanced curriculum, with due regard given to the emotional wellbeing of the individual

This is supported through:

- regular meetings to share information and good practice with teaching assistants which will inform their work with students identified as having a disability
- on-going focus and training within the school on developing Quality First Teaching (QFT) which is inclusive for all students
- staff and governors are made aware of their responsibilities and requirements under the new legislation
- enhanced access provided by effective deployment of Social, Emotional and Mental Health (SEMH) trained teaching assistants and learning mentors.

- adaptations and reasonable adjustments to the curriculum that enhance inclusion, including focused intervention groups, personalised curriculums for the students with the most complex needs and specialist support from external professionals
- ensuring reasonable adjustments are made to accommodate the needs of students with complex medical needs
- appropriate members of the Senior Leadership Team (SLT) and Extended Leadership Team (ELT), as well as core stakeholders, are trained in Mental Health First Aid, Attachment Theory and Emotion Coaching
- delivery of staff training and sharing of Awareness Day information
- an enhanced Personal, Social, Health, Citizenship, Religious Education (PSHCRE) programme to incorporate student-friendly SEMH and disability awareness material
- awareness material and self-help documents for all stakeholders on the school's Wellbeing Page.

Areas for development:

- evaluate how we can best improve the acoustics in the school
- address any sensory barriers through an audit
- widen staff training on the impact of different disabilities on participation and outcomes
- ensure the welfare of students with newly diagnosed medical conditions is prioritised.

4. Improving the Physical Environment to Increase Participation of Disabled Students

- Where possible, lift access is in place for students with mobility issues, where this is not possible; the room allocations are sympathetic of need
- there are toilets with disability access in all buildings, including a hoist system in the disability resource base
- there is a hygiene room for students who may require personal care and an easy access toilet in the main reception area, complete with special disposal provision
- the main hall and other event/performance areas are fully accessible for students with disability/mobility needs
- there is a designated drop-off area outside of the school building which can be used by parents or students with mobility/disability needs.

In addition, we address access needs for students with disabilities through a variety of other methods:

- providing suitable transport for school trips or off-site activities
- providing alternative activities for disabled students who could otherwise not fully engage in particular activities e.g. Sports Day
- when planning school trips we ensure that all students have the opportunity to participate in school visits irrespective of attainment or impairment

- we ensure that specific Teaching Assistants are trained to support students with disabilities, including moving and handling
- where necessary we engage external agency support to deliver emergency medical response training to specific stakeholders
- careful planning is given to ensuring student need is discussed and planned for, this includes mobility and sensory needs. Regular meetings with the Hearing Impairment (HI) and Visual Impairment (VI) teams
- ensure that adaptations and adjustments are implemented
- emergency procedure training of key staff (evacuation chair training)
- as an inclusive Wellbeing Award school, Hampstead School makes every effort to ensure students and parents with additional needs have full access to all relevant information.

Areas for development:

- plan for the academic year of 2023-24 and arising concerns for any students with mobility needs and medical needs
- explore the need for specialist equipment for mobility and or SEND needs
- ensure students with specific needs are enrolled on suitable post-16 courses, either at HS or within their home borough.

This is achieved through:

- termly face to face meetings with parents at which interpreters, including for British Sign Language, are present
- information evenings and coffee mornings
- Achievement for All meetings are arranged to ensure that parents can share concerns and have their voice heard
- enlarged texts and interactive whiteboard slides are provided for students with visual impairments
- assistive technology
- carefully considered seating plans to support students with visual and hearing impairments
- ensure that all public examination Access Arrangements are in line with Joint Council for Qualifications (JCQ) regulations to remove barriers to learning/performance
- upon request, we can provide enlarged print documents for parents/carers.

5. Plan Consultation & Review

This policy was last reviewed and agreed by the Finance & Site Committee on Thursday 16th March 2023. This policy will be reviewed on an annual basis. It is due to be reviewed again in the academic year 2023-24.