



ACCESSIBILITY PLAN

Audience	Parents, Staff, Governors
Date of renewal / updates / review	Annually
Named person responsible for monitoring	Deputy Head (Safeguarding)
Agreed by Quality Assurance Committee	20 March 2019
Ratified by Governing Body	26 March 2019

A disability is defined as a physical or mental impairment which has a substantial, long term and adverse effect on a person's ability to carry out normal day to day activities.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

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.

The purpose and direction of the school's plan: vision and 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 Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- 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. Attached is an action plan showing how the school will address the priorities identified in the plan.

Increasing the extent to which disabled students can participate in the 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.

This is supported through:

- Regular meetings to share information and good practice with teaching assistants which will inform their work with disabled students.
- On-going focus and training within the school on developing quality first teaching 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 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
- All of the senior leadership and extended leadership teams, as well as core stakeholders have been trained in Mental Health First Aid. All staff have been trained on attachment theory.

Areas for development

- Extend staff training on the impact of different disabilities on learning and how technology can support student progress, engagement and participation
- Extend PSHCE content to incorporate an enhanced programme of student-friendly SEMH and disability awareness material.

Improving the physical environment to increase the extent to which disabled students can take advantage of education and associated services:

- We are fully DDA compliant
- 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 pupils 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 Hi and VI teams ensure that adaptations and adjustments are implemented
- Provide information in an accessible format

Areas for development:

- Plan ahead for the academic year of 2019/2020 and arising concerns for any students with mobility needs and medical needs.

As an inclusive school, Hampstead School makes every effort to ensure that students and parents with additional needs have full access to all relevant information.

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 JCQ regulations to remove barriers to learning/performance
- Upon request, we can provide enlarged print documents for parents.