

**ACCESSIBILITY PLAN (EQUALITIES AND DISABILITIES)**

Reviewed and updated: December 2022

Status: Statutory

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, cultural needs and/or Visual Impairment. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This Accessibility Plan has been drawn up using DfE Guidance.

The Equality Act 2010 states that ‘schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation’. In order to meet this requirement in the context of disability, the Act states that all schools must have an accessibility plan. They must also ensure that they are meeting their accessibility duties under the public sector equality duty and the Special Educational Needs and Disabilities (SEND) Code of Practice 2014. An accessibility plan is listed as a statutory document by the DfE in its latest guidance on mandatory policies for schools and academy trusts.

Harlington School plans over time to increase **the accessibility of provision for all pupils, staff and visitors** to the school. This Accessibility Policy contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The DfE’s statutory advice 2014 states that a school’s accessibility plan should reflect its intention in the three areas listed above. These three tenets form the overarching framework of any accessibility plan. The law requires that the plan is reported on annually and reviewed every three years.

Attached are three plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. **The Accessibility Plan should be read** in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety
- Inclusion
- Special Needs

- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning Policies

The School's complaints procedure covers the Accessibility Plan. Information about our Accessibility Plan will be published on our School's website. The Plan will be monitored by the Governing Body annually.

**Harlington School Accessibility Plan 1 - Physical Accessibility**

<b>Description</b>	<b>Accessibility</b>	<b>Success Criteria</b>
Accessible car parking	Bays to be signed in accordance with current standards – rolling programme. New Build: Additional bays have been allocated for LA Transport minibuses which have been signed. Installation of additional ramps have been constructed for accessibility into the main building via the LDD Block.	Meets criteria: Equality Act 2010 Schedule 10 – Disability Discrimination.
Staircases	Colour-contrasted handrails to both sides of staircases.	Meets criteria: Equality Act 2010 Schedule 10 – Disability Discrimination.
Light switches, power outlets and emergency alarm buttons	Where necessary to be located at wheelchair height (as funding permits) – rolling programme.	Meets criteria: Equality Act 2010 Schedule 10 – Disability Discrimination.
Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	To be moved to wheelchair height (as funding permits) – rolling programme.	Meets criteria: Equality Act 2010 Schedule 10 – Disability Discrimination.

**Harlington School Accessibility Plan 2 - Curriculum Accessibility**

<b>Target</b>	<b>Outcome</b>	<b>Success Criteria</b>
Training for teachers on differentiating the curriculum to be delivered by the SENDCo	All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Increased access to the curriculum.
Training for teachers on differentiating the curriculum to be delivered by the SEND department and SEND specialists	Teachers are aware of the relevant issues and can ensure that this group has equality of access. The use of other professional partners has been made available.	Increased participation.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Increase in access to all school activities for all disabled pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Increased access to the curriculum.
Training on Awareness of Disability Issues to be delivered by the SENDCo and identified specialists	Whole school community aware of issues relating to Access. Bespoke training programme in place for LSAs.	A more inclusive school and social environment.
Whole school training on Equalities, to include matters pertaining to: Inclusion and the Curriculum; Quality First T&L; Body language and use of language; Curriculum diversity etc.	Teachers and students become more aware of equalities issues globally, and can ensure that all groups have equality of access and opportunity. The use of external agencies made available to enrich the curriculum.	Meeting the Equalities Act, promoting a safe, all-inclusive environment, fostering a sense of belonging for all SEND students.

<p>Equalities Forum guiding staff in meeting identified strands of the Equalities Act, collectively aiming to tackle discrimination, promoting equality of opportunity and accessibility.</p>	<p>Steering strategic leadership processes, curriculum support, CPD, student intervention programmes, supporting whole school events and enrichment activities.</p>	<p>Mainstreaming equality, accessibility, diversity, and delivering a number of different strands to embed equality and accessibility in everyday school processes, ensuring the school meets its statutory equality duty.</p>
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### **Harlington School Accessibility Plan 3 - Written Information Accessibility**

<b>Target</b>	<b>Outcome</b>	<b>Success criteria</b>
<p>Availability of written material in alternative formats.</p>	<p>The school provides written information in different formats when required for individual purposes.</p>	<p>Communication and delivery of information to disabled pupils.</p>
<p>Make available school brochures, school newsletters and other information for parents in alternative formats.</p>	<p>School information is available for all stakeholders in our community. Alternative formats are available upon request.</p>	<p>Communication and delivery of school information to parents and the local community.</p>
<p>Review documentation with a view of ensuring accessibility for pupils with visual impairment.</p>	<p>School information available for individual student needs.</p>	<p>Communication and delivery of school information to pupils &amp; parents with visual difficulties improved. Individual student needs are accommodated wherever possible.</p>