

PRINCIPLES

We aim to:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the Equality Act 2010;
- eliminate harassment of disabled persons that is related to their disability;
- promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending they do not exist and not representing them anywhere at all;
- encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled students in a disabled setting so that they do not feel pushed into activities they do not wish to take part in;
- take steps to consider disabled persons’ disabilities, even when that involves treating disabled persons more favourably than other persons.

Date of Review	August 2021			
Reviewed by	Alastair Bishop, Director of Resources Faye Mulholland, Deputy Head Curriculum Joe Holloway, Deputy Head SENDCO			
Date of Approval	<i>pending</i>			
Approved by	Governing Body			
Date of Next Review	Summer 2022			
Location	L:drive	✓	Website	✓

1. Context

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- increase the extent to which disabled students can participate in the curriculum;
- improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information to disabled students;

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

2. Values

Holland Park School is committed to ensuring equal treatment of all its employees, students and any others involved in the school community with any form of disability. The school will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. The school will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents. This document is to be read in conjunction with the following policies:

- Risk assessment policy;
- Health and safety policy;
- Equality information and objectives;
- Special educational needs (SEN) information report;
- Supporting students with medical conditions policy.

Any shortfall in the school's physical environment is identified and prioritised in the Accessibility Action Plan.

3. The Equality Act 2010

We seek to consult with all stakeholders with disabilities (students, parents/carers, regular visitors to the school) to aid in the development of this scheme, by taking account of their views when making appropriate adjustments. This consultation process will be ongoing. The arising Action Plan will be available to all stakeholders and progress made will be reported annually.

Removing Barriers

Physical/curriculum/communication barriers to making the school more accessible are detailed in the Action Plan.

Disability in the curriculum, including teaching and learning

Schemes of work/individual lesson plans will clearly highlight if special considerations need to

be made to allow full access to all aspects of the lesson for all students. Any necessary additional equipment/resources will be provided by the school or outside agencies. The school will work closely with Specialist Services to develop curriculum resources for students with additional needs.

Eliminating harassment and bullying

Please refer to the school's Anti Bullying Policy.

Reasonable adjustments

The views of students and parents are regularly collected. All new parents and families to the school are made aware of the school's physical accessibility and individual family needs are recorded.

School Hire and Lettings

Areas of the school used by the community are accessible by all. The car park includes a number of disabled parking spaces.

Contract and procurement

Any outside contractor being employed by the school will be required to support the school's disability requirements.

Information, performance and evidence

- **Student Achievement:** appropriate data for all students is analysed on a termly basis.
- **Learning Opportunities:** in the case of on-site facilities not being suitable for any student, alternative arrangements will be sought (specific reference to PE).
- **Admissions, Transitions, Exclusions:** entry to the school will be based purely on the school's Admissions Policy. Likewise all students facing potential exclusion will be treated fairly following the school's Behaviour Policy.
- **Social Relationships** All students new to the school, irrespective of year group, will follow the relevant induction process. If it is deemed appropriate, tutor/teaching groups will be briefed as to how they can/should respond positively to a newcomer with a disability. This will always be carried out sensitively following consultation and approval from the incoming student. Work in PSHCE delivers information to help all students in their understanding of the needs of everyone in our school community.
- **Employing, Promoting and Training Disabled Staff:** There will be no discrimination on the grounds of gender, race, marital status or disability in the recruitment and selection process. The aims of the recruitment and selection process will be to ensure that equality of opportunity is considered as an integral part of recruitment practice, thus encouraging diversity by reducing unnecessary barriers. Adjustments to enable disabled candidates meet the requirements of the post will be considered.

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

4. Legislation

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

The Disability Equality in Education (DEE) recommends that all students with SEND and those with long-term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all students with long-term impairments, which have a significant impact on their day-to-day activities.

Holland Park School uses the Social Model of Disability as the basis for its work to improve equality and address any discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled (appendix 1 – The Social Model of Disability). We understand that the definition of disability under the Act is different from the eligibility for special educational needs provision. This means that disabled students may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

5. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Timescale	Resources	Person responsible	Monitoring	Success criteria
Ensure that all relevant staff are aware of the specific needs of disabled students joining the school and that the student and parent/carer has accessibility information about the school	<p>Transition meeting held with feeder transfer school to determine if HPS can meet the needs of the disabled student</p> <p>Commissioning of support for the personal care of the disabled student</p> <p>Transition meeting held with parents/carers, healthcare professionals and student with disability to share support information</p> <p>Induction programme adapted accordingly to support the disabled student</p>	<p>Secondary Transfer</p> <p>In-year admission</p>	Referral, transition and induction meetings	SENDCO	LT Governors	<p>Effective transition and induction for students with disabilities</p> <p>Positive outcomes for students with disabilities</p>
Access to Curriculum – IT	<p>Adaptation and access to IT equipment as required to support students with disabilities</p> <p>Hardware/software is purchased as required</p>	As soon as a need is identified	As required. Advice sought from the Director of Resources	Deputy Head	LT Governors	Access to appropriate IT for all disabled students
Access to Curriculum –	Specific staff training depending on the	Ongoing	Curriculum area	All staff	LT	Improved access

<p>Lesson planning and delivery Access to Curriculum – Participation in school activities</p>	<p>needs of the student Purchase of resources Promote student awareness of the rights of the child (UNHRC), especially Article23 which deals with children and young people with a disability.</p> <p>Ensure student activities are accessible to all students, including out of hours programmes and offsite educational visits and activities.</p> <p>Exam access arrangements considered well in advance and overseen by senior LSA and school registrar to ensure that internal exams accurately simulate the arrangements students would be entitled to for external exams, and thus enable accurate assessment of students' progress.</p>	<p>Ongoing</p>	<p>plans PSHCE and curriculum plans</p>	<p>All Tutors and Support Staff</p>	<p>Governors LT Governors</p>	<p>to the curriculum for all students Increased participation in school life for students with disabilities</p> <p>Positive feedback from students/parents</p>
	<p>Where an activity cannot be made accessible ensure that there is an alternative activity.</p> <p>Ensure the views and aspirations of disabled students and their families inform and guide this access plan.</p> <p>Close liaison with specialist agencies e.g ASD Advisory/Hearing Impairment Service/Occupational Therapy</p>	<p>Ongoing</p>	<p>Staff training</p>	<p>All staff SENDCO</p>	<p>LT Governors</p>	<p>Positive feedback from students/parents</p> <p>Positive outcomes for students with disabilities</p>

Ensure all school policies consider the requirements of the Equality Act 2010	Regular review cycle of policies with governor scrutiny Staff training on equalities legislation	Ongoing	Model policies from The Key	Governors LT	Governors LT	Access to all aspects of school life for all students.
Ensure that access to school building and site meets diverse student needs	Lift access Clear signage around the school, rooms clearly labelled Access ramp available as required Disabled toilet access Personal Emergency Evacuation Plans (PEEP) for relevant students and staff which are regularly reviewed Disabled parking spaces	Compliant Ongoing	Premises Plan	R&A Governors LT	R&A Governors LT	All areas of the school currently in use are accessible to all students. Strategy for the future use of Thorpe Lodge to be developed.
Ensure that classrooms are organised for disabled students.	Resources organised within classrooms reflect student need.	Ongoing	Modified resources and furniture as required	LT	Governors LT	Access to all curriculum areas and learning spaces.
Ensure that school documents are available in alternative formats	Letters sent in first language if requested Large print and audio if requested	Ongoing	Registrar's Team	LT	Governors	Positive parental feedback