



**HEATHSIDE SCHOOL**  
HAMPSTEAD

**ACCESSIBILITY POLICY  
AND PLAN**

## Introduction

At Heathside we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. It is our continual duty to increase the extent to which disabled pupils can participate in the school's curriculum and to improve both the physical environment of the school and the delivery of information to disabled pupils to achieve this.

This is a three-year accessibility plan that sets out the proposals of senior management to increase access to education for disabled pupils. It was last reviewed in September 2023 and covers the period to September 2025. However, if there are changes in the physical layout of the buildings this policy may be reviewed.

## Background

The Equality Act 2010 defines disability as 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Education Act 1996 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age) but not all pupils are disabled by their SEN and vice versa.

It is the duty of the school to make 'reasonable adjustments' and to provide auxiliary aids and services: 'where a disabled person would, but for the provision of the auxiliary aid, be put at a disadvantage.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The School has three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 increase access to education for disabled pupils.

## The school's aims

- We value the individuality of all our children and are committed to giving all of them every opportunity to achieve the highest of standards.
- We offer a broad and balanced curriculum and have high expectations for all children.
- We firmly believe that every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability.
- We strive to provide a setting in which all children have an equal opportunity to grow in understanding, skills and values.
- We aim to help all children appreciate that they are members of a rich and diverse wider community and to appreciate the needs and rights of others.

We are working within a national framework for educational inclusion provided by:

- SEN & Disability Act 2001
- The SEN Code of Practice 2014
- The Disability Discrimination Act (amended for schools 2001)
- The Equality Act 2010
- Code of Practice for Schools (Disability Rights Commission)
- Ofsted

## Limitations of the Physical Environment

The School buildings comprise a mix of traditional and historic buildings located within Hampstead in North London. All of the school's current buildings are constructed with narrow corridors and require the use of stairs to access the properties. The buildings are not equipped with DDA compliant doors and it is unlikely that suitable adaptations could be made to support individuals with limited mobility onsite due to the nature of the conservation area in which the buildings are located.

## Admissions Arrangements

As a part of the admissions process, in order to ensure that no individual is disadvantaged, prospective pupils and/or parents with special educational needs or disabilities will meet with a member of the inclusion team who will assess the school's suitability to meet the pupil's individual needs and report to the headteacher prior to the offer of a place.

## Accessibility arrangements to assist the inclusion of pupils with SEN and disabilities

### Physical:

The following measures are in place to ensure the physical accessibility to students with SEN and Disabilities:

- handrails along stairs/steps
- seating plans are organised according to the needs of individual pupils
- refuge areas to all staircase landings for emergency access and audio connection to main reception
- inter-active hearing loop installed at the desks to reception
- disabled toilets with emergency alarm loop to main reception to summon assistance if required. Medical room has additional wheelchair to assist.

The following equipment has been purchased to assist students to access the curriculum:

- individual laptops
- touch screen computers

- colour photocopier to photocopy resources for partially sighted students
- Literacy software for pupils with a low reading age upon entry

### Curriculum:

The following measures are in place to improve curriculum access for students with SEN and Disabilities:

- differentiated content and range of Teaching & Learning approaches to ensure access
- special arrangements made for disabled students to participate in school trips
- facility to enlarge worksheets or change font format.
- therapy programmes are provided for some pupils who are suffering from emotional and behavioural difficulties (These are provided by an external team of therapists, who work on site)
- TSAs are assigned to particular groups and individuals to support their learning

### Training:

Staff and training arrangements to aid inclusion of students with SEN and Disabilities:

- Tailored SEN staff training and induction for Learning Support staff during August INSET
- TSA training
- Special arrangements/adjustments made to enable disabled/ SEN students to be included in school trips. E.g. additional staff.
- Liaison with outside agencies including;
  - LCP's Speech and Language Therapist
  - SEN advisory teacher
  - Dukes Education SEND working group
  - Educational Psychologist
  - CAMHS

Listed below is our strategy for points 1 to 3.

### 1. Increasing access for disabled pupils to the school curriculum.

Target	Strategies	Time- scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, differentiation and recording methods  Online learning modules if required	On-going and as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD  Online learning modules if required	As required	SENDCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	SENDCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software is installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible.  Ensure each new venue is vetted for appropriateness	As required	Head/SLT	All pupils in school able to access all educational visits and take part in a range of activities

Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel
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SLT-Senior Leadership Team

SENDCO- Special Educational Needs and Disabilities Coordinator

## 2. Improving access to the physical environment of the school

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required	As required	SENDCO	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	HT	All staff and governors feel confident their needs are met
	Through questions and discussions, find out the access needs of parents/carers through newsletter	Annually		Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	HT	Access issues do not influence recruitment and retention issues
	Ensure staff aware of Environment Access Standard		HT	
Layout of school to allow access for all pupils to all areas	Consider the needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	HT/ Governors/ Architect	Re-designed buildings are usable by all
Ensure access to reception area to all	Improve access to reception area during any redesign	Complete	N/A	Disabled parents/carers/ visitors feel welcome Reception area was redeveloped and corridors widened to ensure better access/egress.
	Develop system to allow entry for wheel-chair users	On-going		
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds

Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	SENDCO	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept	SENDCO	

Target	Strategies	Time-scale	Responsibility	Success criteria
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall	On-going and as required	ICT	Hardware and software available to meet the needs of children as appropriate
	Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	Software may be required		
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from independent hearing consultant on the appropriate equipment	On-going	Independent hearing consultant	All children in need of equipment have access to it.



### 3. Improving the delivery of written information to disabled pupils

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	KS1/office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office	All parents understand what are the headlines of the school information
	Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	Current	Office/ Website design team	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENDCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	On-going	EAL co-ordinator	Confidence of parents to access their child's education

Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.  Ensure Prospectus is available via the school website.	On-going  Jan 2022	Office	Redeveloped school website has options for Print, Standard and High visibility views. All can access information about the school

EAL - English as an additional language