



Hampton Court House

Accessibility Plan

Last Updated: 09 May 2022
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Contents

Accessibility Plan	3
Policy Aims	3
Introduction	3
Background information	4
School demography	5
Site characteristics	5
Staff training	5
Priorities	5
Priority area 1	5
Our aim (1)	5
Priority area 2	6
Our aim (2a)	6
Our aim (2b)	6
Priority area 3	6
Our aim (3)	
Listed below is our strategy for priorities 1 -3	7



Accessibility Plan

Policy Aims

1. Hampton Court House School and Hampton Court House Early Years (hereafter known as Hampton Court House or HCH) is committed to ensuring that admission decisions will be made by a process that is free from any discrimination on the grounds of disability, race, ethnic or national origin, gender, sexual orientation, religion or belief (assuming that, in the case of the latter, the prospective pupil and parents agree to support the ethos of the School as described in the prospectus, website and other literature). The school must also feel reasonably sure that we are able to educate and develop the prospective pupil to the best of his or her potential and in line with general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a happy, fulfilling and successful school career. These aims must continue to be met throughout the pupil's time at the school.
2. Our pupils will grow up knowing that all people are of equal worth and to respect and value the difference between people and to celebrate the richness that there is in diversity.
3. We aim to make our physical environment as accessible as is possible within the constraints of our historic building and estate and to create conditions where every member of our school community will get the full benefit of our education and resources. We are fully committed to the active promotion of equality of opportunity for all children, staff and families in the school.

Introduction

4. The 2010 Equality Act replaced older legislation including the SEN and Disability Act 2001, which extended the Disability Discrimination Act 1995 (DDA) to cover education.
5. Since September 2002, schools have had 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 2010 Equality Act extended these to include protection from harassment.
6. This plan sets out the school's proposals to increase access to education for disabled pupils in the three areas required by the planning duties as originally laid out in the DDA and replicated in the 2010 Equality Act:
 - increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
7. Access arrangements for examinations are covered in the SEND Policy.
8. The plan will be reviewed annually by the Senior Leadership Team. Resources are constantly being sought by the fundraising mandate for improvements in the areas covered by the plan.

Background information

School demography

9. There are a number of students with special educational needs. For information regarding support and reasonable adjustments made for special educational needs, please refer to the SEND policy.
10. There are a small number of students with physical disabilities. These disabilities include eyesight and hearing problems.
11. Staff with disabilities are asked to make this known to their line manager and the Deputy Head in order to agree what adjustments may reasonably be made to enable the member of staff to perform their role as well as possible. The Head of Estates and Operations can advise on making adaptations to the work environment

Site characteristics

12. The school site is spread out and on many different levels. The main entrance to the school has steps and the side entrance has steps going to the ground floor. These entrances are not accessible by wheelchairs. We had a ramp to assist wheelchairs but found that the elevation was too steep and uncomfortable. However, the theatre entrance is accessible by wheelchairs and this area leads to lavatories with disabled access and the dining room.
13. The Early Years department is on a lower level and currently not suitable for wheelchairs. There are classrooms and administration offices upstairs which are not accessible and members of staff come downstairs to meet visitors who are unable to negotiate the stairs. The 'S' block is wheelchair accessible including a wheelchair accessible lavatory.

Staff training

14. The teachers have received basic training in supporting pupils with special needs, differentiated teaching etc.

Priorities

The school has set the following priorities for the development of the plan.

Priority area 1

Improving the environment of the school to increase the extent to which disabled people can take advantage of education and associated services.

Our aim (1)

Make all areas of the school site and buildings as accessible as possible to people with physical disabilities. This will have a reasonable and practicable approach.

We will do this by:

- a. Improving the quality of external footpaths and hard surfaces to aid access for the mobility-impaired.
- b. Providing ramped access to all ground floor areas of our main teaching spaces.
- c. Introducing designated disabled parking bays.
- d. Improving the provision of disabled toilets within the school site.
- e. Improving external lighting, particularly in areas where there are steps or uneven ground.

- f. Improving external signage, in particular to indicate appropriate routes for those with limited mobility.
- g. Making accessibility a priority in all new building plans and significant building refurbishments or changes of use.

Priority area 2

Increasing the extent to which disabled pupils can participate in the school curriculum.

Our aim (2a)

Enable teachers to support children with physical disabilities or special educational needs.

We will do this by:

- a. Appropriate training for teachers and other staff to enable them to support children with special needs.
- b. Employing additional support staff as required to support children with special needs, as set out in a child's Education and Health Care Plan.
- c. Providing adequate and appropriate information for families of children with disabilities or special needs to enable them to be fully aware of curriculum activities and provision of school facilities.
- d. Taking into account any access issues when planning events, class visits or other tasks.

Our aim (2b)

Provide the resources to make school life easier for all children, parents and staff with disabilities.

We will do this by:

- a. Assessing the School's whole provision of information, including signage, literature and subject specific material, and devising a plan for delivery to disabled pupils, as far as this is possible within our usual curriculum, should the need arise.
- b. Consulting and training teaching staff.

We will also consider all aspects of the 2010 Equality Act when planning any new buildings or extensions.

Priority area 3

Increasing the accessibility of the school to disadvantaged pupils.

Our aim (3)

Make the school more accessible through establishing a charity to provide bursaries, enabling children who would not otherwise be able to afford independent education the chance of a place.

This plan will be reviewed annually by SLT

Listed below is our strategy for priorities 1 - 3

1. Improving the environment of the school to increase the extent to which disabled people can take advantage of education and associated services.

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. Increasing the extent to which disabled pupils can participate in the school curriculum.

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
		Induction and on- going if required		All staff and governors feel confident their needs are met
	Be aware of staff, governors and parents access needs and meet as appropriate	Annually	HT	Parents have full access to all school activities
	Through questions and discussions, find out the access needs of parents/carers through newsletter	Recruitment process	HT	Access issues do not influence recruitment and retention issues
	Consider access needs during recruitment process		HT	
Ensure staff aware of Environment Access Standard				
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 Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENDCO SENDCO	All disabled pupils and staff working alongside are safe in the event of a fire

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 Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required	ICT	Hardware and software available to meet the needs of children as appropriate
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. Increasing the accessibility of the school to disadvantaged pupils.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	<p>Provide information and letters in clear print in "simple" English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all documents accessible via the school website can be accessed by the visually impaired.</p>	<p>During induction</p> <p>On-going</p> <p>Current</p>	<p>KS1/office</p> <p>School Office</p> <p>Office/ Website design team</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p>
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	<p>Ensure website is fully compliant with requirement for access by person with visual impairment.</p> <p>Ensure Prospectus is available via the school website.</p>	<p>On-going</p> <p>Jan 2022</p>	Office	<p>Redeveloped school website has options for Print, Standard and High visibility views.</p> <p>All can access information about the school</p>