



# Accessibility Plan

## Harrow Way Community School





# Accessibility Plan

## Introduction:

This plan is drawn up in accordance with current legislation and requirements as specified by the Equality Act 2010.

It draws on the guidance set out in “Accessible Schools: Planning to increase access for schools for disabled students”, issued by DfES in July 2002, now known as the Department for Education (DfE)

## Definition of Disability:

Disability is defined in the Equality Act 2010 as:

*“A person has a disability 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 carry out normal day to day activities”.*

## Key Objective:

To reduce and eliminate barriers to access the curriculum and to enable full participation in the school community for students, and prospective students with a disability.

## Principles:

Harrow Way seeks to ensure that compliance is consistent with the school’s aims and values, the SEND Policy and Equality policy.

The school recognises its duty under the Equality Act 2010::

- Not to discriminate against disabled students in their admissions and exclusions, and provisions of education and associated services.
- Not to treat disabled students less favorably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- To publish an Accessibility Plan.

The school recognises and values parent’s knowledge of their child’s disability and its effect on his / her ability to carry out normal activities and respects the parent’s and child’s right to confidentiality.



The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum frame work, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to student's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

The school will in all cases adhere to the JCQ guidelines on access arrangements, reasonable adjustments and special consideration in relation to controlled assessments and examinations.

**To ensure all students can access home learning during potential school closures or if they have to self-isolate.**

- Key workers are assigned to SEND students – their work is adapted by teaching assistants
- Additional support calls to check access for all students (Chromebook available) Google Meets to support.
- Staff training – the staff have been trained on how to adapt the resources to meet the needs of a small number of students

**Activity**

**a) Education & Related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisors and SEN inspectors / advisors, and of appropriate health professionals from the local NHS Trusts.

**b) Physical environment**

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

**c) Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.



#### **d) ASC (autism) awareness**

The school will take steps to avoid sensory overload in terms of display, decoration and bells. The site team will liaise with the SENCo when planning to repaint/redecorate areas of the school. The SENCo will advise teachers on appropriate use of display and will co-ordinate provision for students with ASC (sensory)

#### **Linked policies**

This plan will contribute to the review and revision of related school policies e.g.

- School strategic plan
- Staff development plan
- Building and site development plan
- SEN policy
- Equality Policy & Objectives
- Curriculum policies

<b>Committee responsible for review:</b>	PPD
<b>Date ratified by Governing Body:</b>	05 July 2021
<b>Date of next review:</b>	<b>3 years</b> – July 2024