



## Accessibility Policy & Plan

### Key points and summary

1. Harrow High School recognises access as something which is made possible when physical, cultural, social, financial, intellectual, psychological and emotional barriers to learning and enjoyment of the School are removed, reduced, or overcome. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. This policy aims to:
  - a. Give clear guidance to staff and stakeholders
  - b. Build accessibility into everything that we do
3. The emphasis is to ensure people are aware of their responsibilities.

Approved by Governors FSAC on 17<sup>th</sup> December 2019

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Responsible for review: Jon Talton

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## Our commitment to accessibility

Our commitment is long term and our aim is to achieve the optimum level of access to the School and activities, and to enable the widest possible spectrum of people from all sections of the community to enjoy independent use of the School's public facilities. Our policy is one of continuous incremental improvement as our resources permit.

Our policy is to build accessibility into everything that we do to develop and improve the School. We undertake specific projects to eliminate barriers to access which we identify in our building and in relation to our core purpose.

## School Ethos, Vision and Values

Harrow High School is committed to ensuring equal treatment of all its employees, learners and any others involved in the school community, with any form of disability and 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 we are committed to challenging negative attitudes about disability. This document is to be read in conjunction with the following policies:

- Anti-Bullying Policy
- Behaviour and Punctuality for learning Policy
- Child Protection Policy and Procedures (Safeguarding)
- Equalities Policy
- ICT and E Safety Policy
- School Improvement Plan
- Supporting Pupils with Medical Conditions

## Context

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that:

"... schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.."

The Department for Education (DfE) published advice for schools on the Equality Act 2010. This explains that all schools must have an accessibility plan to comply with the Act, just as they did under the DDA and must implement accessibility plans that aim to:

- Increase the extent to which learners with disabilities can participate in the curriculum;
- Improve the physical environment of schools to enable learners with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to learners with disabilities.

Schools will also need to "have regard to the need to provide adequate resources for implementing plans". Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## What do we understand by 'disability'?

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities:

- 'Substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed.
- 'Long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection.
- There are special rules about recurring or fluctuating conditions eg arthritis.

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis. We understand that the definition of disability under the Act is different from the eligibility for special educational needs provision. This means that disabled learners may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

### **The School's Strategic Priorities**

The whole school priorities identified in the School Improvement Plan will incorporate the needs of all members of the school. All aspects of school life actively promote an environment of equality and inclusion for all members of its community. Any shortfall in the school's physical environment are clearly identified and prioritised in the Accessibility Action Plan.

### **The General Duty**

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons;
- Eliminate discrimination that is unlawful under the Act;
- 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 don't 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 learners 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

### **How will we meet the General Duty and Specific Duty**

The production of this disability equality scheme provides us with a framework for integrating disability into all aspects of school life and it demonstrates how we are seeking to meet the specific duty. These actions are clearly identified in the 'Action Plan' and, following consultation with appropriate stakeholders; further strategies to enhance our provision may be included.

## **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 learners. Any necessary additional equipment/resources will be provided by the school or outside agencies.

This covers teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and educational visits and trips,

## **Eliminating harassment and bullying**

Please refer to the school's anti-bullying policy.

## **Reasonable adjustments**

The views of learners 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. Learner Voice are also asked to feed back their views.

Where pupils with disabilities are placed at a substantial disadvantage, we will consider whether any reasonable adjustment can be made to overcome that disadvantage.

## **School facility lettings**

Areas of the school used by the community are accessible by all. The disabled parking space is located as close as is practicable to the entrance. The number of spaces are increased to meet individual needs, for example for pregnant members of staff and for staff and visitors with interim mobility needs.

## **Contract and procurement**

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

## **Information, performance and evidence**

### **a) Student Achievement**

Appropriate data for all learners is analysed on a termly basis.

### **b) Learning Opportunities**

In the case of on-site facilities not being suitable for any student, alternative arrangements will be sought (specific reference to PE).

### **c) Admissions, Transitions, Exclusions**

Entry to the school, at any level, will be based purely on the Admissions Policy. Likewise, all learners facing potential exclusion will be treated fairly following the school's Exclusion Policy.

#### **d) Social Relationships**

All learners 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 SMSC delivers information to help all learners in their understanding of the needs of everyone in our school community.

#### **e) 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 practise, thus encouraging diversity by reducing unnecessary barriers. Adjustments to enable disabled candidates to meet the requirements of the post will be considered.

#### **f) Access to Information**

All information will be available in required formats to blind and hearing impaired stakeholders, with different forms of communication made available to enable all learners and parents to express their views and hear the views of others. Access to information is planned, with a range of different formats available when required. Consideration will be given to visibility of information (including signage) on display around school.

### **7. Reviewing/Monitoring**

The 'Action Plan' is valid for three years, however it will be reviewed annually through the Finance and Staffing Committee of the Governors. The following will be considered:

- Current and potential future needs;
- Particular individual needs that may not have been pertinent previously;
- How effective the plan has been;
- The aims of 'accessibility;'
- Changes in staffing and pupil population;
- Duties under the Equality Act.