



Accessibility Policy & Plan

Approved by FGB Safeguarding on 11th July

Review date: Summer 2027

Responsible for review: Jon Talton

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.

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. This is shown in the schools vision across the 4 excellences.

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' (see appendix)

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, SEND and DSV students are discussed regularly as part of the LM process and the Book Survey to ensure equal access to the curriculum

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. SEND students' exclusion are discussed with SENDCO for insight into how the SEND might have impacted the behaviour and how this affects the decision to exclude.

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.

Appendix

Harrow High School Accessibility Action Plan

Location	Concern	Adjustments	Lead	Timescale
Corridors	Independent access not possible due to heavy fire doors not having open/close facility linked to fire alarm on 2 doors next to main reception	Still some Fire doors need new closure mechanisms to trigger to close when fire Open Fire doors in all major corridors to be completed by Spring 2024	JT	Completed by September 2024
Food Technology room	No step free access to T6 (food technology room) due to entrance to room only accessible with steps	Alternative access via the back of the school behind the dining hall	JT	Available now plus rail up next to steps on stairs to T6
Languages Block	No access to the languages block as the age of the building means narrow corridors with stairs.	All timetabling to mean that class would be moved to accessible classrooms	JB	When necessary if possible
C Block	No access to much of the C block due to the age of the building means all rooms only currently accessible by stairs	All timetabling to mean that class would be moved to accessible classrooms	JB	When necessary if possible
Main entrance	Difficulties accessing not only due to stairs up to the main entrance but also all exits into the school from the main reception require the use of stairs.	Access to the main entrance reception is achievable from the ramp leading into the library, ramp broken, new ramp will be in place by May '24 at latest,	JT	Due to the age of the building and the fact it is listed structural changes are not able to be made.
Top corridors of English, Maths and Science	Access available via the lift in the English block. The lift is locked currently.	A key worker will have a key and always available when the lift is needed although timetabling will mean that the lift will be used as little as possible	SF/EP	When necessary

Toilets	Disability toilets in all the main buildings but are locked.	A key will be available so the toilets can be accessed	SF	When necessary
Evacuation	There are no points or means to evacuate someone in a wheelchair above ground floor.	Evacuation Chair at Welfare although others to be purchased	JT	Summer '24