



Be Safe, Belong, Be Inspired'

Accessibility Policy

Document Control Information

School:	Haywards Farm School		
Policy:	Accessibility Policy		
<p>This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required.</p> <p>This policy will be read, understood, and signed by all staff yearly and when changes have been made in line with government and DofE guidelines and changes.</p> <p><i>Document Controlled</i></p> <p>Send Policy, Health and Safety Policy ,</p>			
Date Last reviewed	September 2024	Version:	V 4.0
Date of next review:	July 2026	Review schedule:	Annual
Type of policy:	Statutory	Reference:	HFS Accessibility Policy 2025-2026
Owner:	Haywards Farm School	Approval:	Proprietors



Change History

Version	Date	Description	Change ID
1	January 2023	Created and implemented	LP
2	February 2023	Proprietor Approval	RR/GC/LP
3	July 2024	Reviewed	RR/GC
4	July 2025	Yearly Review	AW

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its students fairly and with respect.

This involves providing access and opportunities for all students without discrimination of any kind.



Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and Statutory Requirements

This policy is based on the following advice/legislation:

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with nondisabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises

Scope

The Equality Act 2010 prohibits discrimination against people with the protected characteristics specified in section 4 of the Act. Disability is one of those protected characteristics. This policy covers anyone who attends an Amegreen Education School.

Roles and responsibilities

The Site Lead will:

- Be Responsible for the implementation of the policy to ensure objectives are met



- Review the Policy every 2 years and update more frequently if necessary
- Ensure all students have availability of accessible information

All Staff will:

- Seek to improve the physical environment so all students have accessibility
- Contribute to developing the curriculum to ensure all students can participate

Policy Detail

The Equality Act defines a disabled person as a person with a disability.

‘A person has a disability for the purposes of the Act if he or she had a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’

This means that in general:

- the person must have an impairment that is either physical or mental.
- the impairment must have adverse effects which are substantial (substantial is more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed);
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection);
- the long-term substantial adverse effects must be effects on normal day-to-day activities. A disability can arise from a wide range of impairments which can be:
 - sensory impairments, such as those affecting sight or hearing;
 - impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy
 - progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);



- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia; • learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive-compulsive disorders, as well as personality disorders and some self-harming behaviour; produced by injury to the body or brain.

Amegreen Education Students

Students may have a disability and meet more than one of the above criteria. All students have an Education, Health and Care Plan (EHCP)

The school meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of multidisciplinary assessments. These are used to assist professionals in setting appropriate targets.

We prioritise meeting the physical needs of students, alongside providing support for effective learning and communication. This enables students to have as much independence as possible, by making their needs and wishes known and supporting their choices wherever possible.

We work within the Disability Discrimination Act 2005 terms and ensure that students' targets and needs are reviewed by teaching staff, in conjunction with parents, carers, and clinical and therapeutic leads as part of our multi-disciplinary meetings. This is completed termly for most students; half termly for those who are of more concern.

Monitoring and Reviewing Arrangements

All of our policies are monitored and reviewed, by our subgroup committee members, in line with the policy review dates.



Costs for placement of at Haywards Farm School is between 56k and 78k

Action Plan

Please see attached action plan below



Accessibility Plan 2023- 2025

1. School's Strategic Priorities:

- Keeping our children safe
- Promoting a sense of belonging
- Ensure Individual Impact Assessments are completed for all students and staff with disabilities.



- Performance, attendance, and social inclusion
- Promoting Emotional and Physical Wellbeing

2. Strengths and Difficulties

Strengths

- Good ratio of support for all students.
- Differentiated curriculum.
- All students have pastoral support plans that identify individual needs and support.
- Zero tolerance of bullying, harassment and racial incidents.
- PSHCE Curriculum, including programmes which promote an understanding of the needs of disabled people.
- Genuine commitment to meeting the needs of disabled people.
- The school is not wheelchair accessible as the school has stairs and no lift
- There is an accessible toilet close to the main entrance



Difficulties

Welfare facilities for disabled people are limited. Access and egress are manageable for physically disabled people, the building has wheelchair access through the front entrance, and the School undertakes PEEPs (Personal Emergency Evacuation Plan) when necessary to ensure, in the case of fire, that individual needs are considered.

(The School has been developed from an old existing building which stood prior to the introduction of current legislation). The school shall endeavour to ensure that all new building work is compliant with Equality Act 2010 legislation.

3. The General Duty

Haywards Farm School 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 disabilities.
- Promote positive attitudes towards disabled persons –This means not representing people in a demeaning way, and it means not pretending they do not 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 young people in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

4. Specific Duty – How will we meet the general duty?

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of School life and demonstrates how we are seeking to meet the specific duty.

- Involvement of disabled people in developing the scheme.
- Developing a voice for disabled students, staff and parents/carers.
- The School Council includes students who have been elected by their peers.

5. Removing Barriers



The school is extremely pro-active. Where young people are identified as experiencing specific difficulties every effort is made to ensure that this does not affect their experience within School i.e.

- The curriculum is differentiated appropriately to match the level for the student. Large print, coloured paper and special equipment can be used to support specific needs.
- Regular meetings are held to discuss the child's specific needs and this information is shared with all staff. This ensures staff deliver lessons that can be accessed by all students regardless of their disability
- Regular review of training/CPD for all staff as identified from the needs of students and staff themselves.

The Head Teacher ensures that concessions are applied for in appropriate cases.

Equal opportunities are considered and addressed when planning any new building work. The Accessibility Plan is consulted, and areas of concern are addressed (see action plan).

6. Eliminating Harassment and Bullying

Haywards Farm School operates a zero-tolerance policy on bullying and harassment.

Reasonable Adjustments



The school is committed to ensuring adjustments are made promptly and effectively.

7. Contractors and Procurement

A named officer will be identified at the outset with contractors/visitors to ensure that issues are raised at the earliest opportunity. The school will make every effort to make reasonable adjustments in order to support those with disabilities.

8. Information, Performance and Evidence • Student

Achievement / Status / Attendance

- Learning opportunities. The School offers a varied and balanced curriculum in line with the National Curriculum which is accessed by everyone regardless of disability. Adaptation and scaffolding is applied accordingly when necessary.
- Admissions, transitions and Exclusions Prior to a place being offered in the school, students will be subject to an interview process which will consider the specific needs of the prospective student.
- Employing, promoting and training disabled staff. Training is identified via performance management and the needs of each student as an individual which is equally accessible.

9. Examinations

In the event of any of our students being in need of additional support or access due to a disability during the examination period the School is prepared with a number of contingencies so any permanent or temporary disability will not affect the student's ability to complete and attempt any exam.

The following measures will be taken:



- All examinations, regardless of the equipment needed (access to computers, controlled assessments in science for example) are scheduled on the ground floor of this building.
- Prior to examinations, any possible issues will be identified so that any additional measures can be secured for the benefit of the student.
- Any student with pre-existing known disabilities will be allowed the usual support that is entitled to, and any access arrangements will be applied for. These students will be entitled to the same support they receive in daily lessons and are deemed necessary in light of their disability. Access arrangement assessment will be completed by the therapeutic school team.

External Access					
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<p>Ensure that access is tidy and unobstructed.</p>	<p>Housekeeping throughout the building does not hamper access - Disabled parking close to the access point.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Students, staff and visitors will have safe access to the school site and buildings</p>	<p>Monthly site health and Safety walk-through assessments.</p>
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- Should temporary loss of mobility arise (following an accident resulting in the need for crutches or the use of a wheelchair), special arrangements will be made so that the student is collected separately from their usual transport, so their attendance is secured. The SLT will be responsible for liaising with the parent/carer and ensuring attendance and access to the school via the main entrance which is flat.



<p>Enable safe entry and egress from the building.</p>	<p>School undertakes Personal Emergency Evacuation Plans where necessary to ensure, in the case of fire that individual needs are considered.(no current PEEPs)</p>	<p>Head Teacher</p>	<p>Ongoing as new pupils start</p>	<p>Improved provisions for students should need to arise</p>	<p>Supplemented with Health and Safety Committee meetings (monthly)</p>
	<p>Monthly site Health and Safety walk through assessments.</p>	<p>School Business Manager</p>	<p>Ongoing</p>	<p>All hazards removed and provision checked</p>	



Teaching and Learning					
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<p>Ensure staff are aware of disclosed disabilities in order for appropriate measures to be applied access arrangement for text size etc.</p>		<p>Teaching staff</p>	<p>Ongoing</p>	<p>All students will make progress unhampered by any disability</p>	<p>Head Teacher / Senior Leadership Team</p>
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Please note that in the event of a critical incident and the school premises could not be used, then the Contingency Plan would supersede the above measures and then these measures would be applied to our alternative venue where possible.



<p>Ensure any further building work meets the requirements of the DDA.</p>	<p>Building assessed on Monthly H & S walk-through an audit by Amegreen Education Health & Safety Lead. Ensure that any additions to the site comply with The Equality Act 2010</p>	<p>Head Teacher</p>	<p>Ongoing</p>	<p>New / adapted facilities in line with DDA and considerate of the material structure of the building</p>	<p>Head Teacher</p>
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<p>Ensure that there is a provision in place to accommodate visitors and contractors.</p>	<p>Appropriate medical facilities maintained for pupils requiring medical attention– first aid kits in meds room, office – staff room.</p>	<p>Head Teacher and first aid staff</p>	<p>Ongoing</p>	<p>Room with suitable privacy allocated and First Aid staff fully aware.</p>	<p>Head Teacher</p>
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<p>Resources should reflect a greater range of abilities/disabilities.</p>	<p>To allow access arrangement testing for all appropriate KS4 students being entered for functional skills/GCSE</p>	<p>Head Teacher</p>	<p>By June 2023</p>	<p>Appropriate support secured via professional assessment made for students to ensure progress and reduce barriers related to diagnosed conditions</p>	<p>Head Teacher</p>
<p>Welfare / Facilities</p>					

