

# Hurlingham School

## Disability Policy and Accessibility Plan September 2023 to August 2026

This policy is made available to all parents, prospective parents, staff and prospective employees of Hurlingham School on our website, and a hard copy can also be viewed at our School Office.

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage.

### 1. Introduction

We are committed to improving and increasing the accessibility of our school, over time, for the inclusion of all groups. This includes current and future pupils, parents and staff, against discrimination. To this end, we have in place an accessibility plan which details what improvements we intend to make over a three year period. This document builds on its predecessors dated April 2003, April 2006, April 2009 and April 2012, September 2014, September 2017.

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Disability Discrimination Act 1995

Human Rights Act 1998

The Special Educational Needs and Disability Regulations 2014

Education and Inspections Act 2006

Schedule 10 of the Equality Act 2010

Education Act 1996

Children and Families Act 2014

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

DfE (2014) 'The Equality Act 2010 and schools'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Our main School building was newly built in 2004 and is fully DDA compliant. The following structural features are therefore an integral part of the main building:

- all areas have been constructed to comply with BB93 acoustic requirements
- there is lift access to all floors (with sensory operating buttons)
- there is a disabled toilet on each floor and one of the reception classrooms toilets can be easily re-instated for disabled access should the need arise (all include emergency pull switch)
- all doorways are wide enough to permit wheelchair access
- there is ramp access to the front entrances
- light switches are within easy reach of wheelchair users
- there is a separate sliding gate for ramp access
- all basins have paddle taps
- Stair rails are at two heights to accommodate the younger children in the school

The Arts Centre is an historic building so disabled access for wheelchair users is not currently possible to the first floor art room. As part of our accessibility plan we are exploring ways to address this.

We therefore believe that disabled pupils (including those with learning difficulties) on the Putney Bridge Road site can access and participate in our whole curriculum with, at present, the possible exception of art in the art room and drama in the Thinking Space. Should it be the case that a current or future pupil encounters difficulty accessing the art room, appropriate measures (which could result in the temporary relocation of art for the class in question) will be put in place to counteract this.

The Nursery in Gwendolen Avenue is an historic building and currently wheelchair access to the first and mezzanine floors is not possible. The ground floor is, however, fully accessible and is also equipped with a disabled toilet.

## 2. Definition of Disability

For the purpose of this plan, the definition of disability is that defined by the Disability Discrimination Act 1995 (DDA) which states that:

"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".

Reference to 'disabled people' includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including:

- medical disability such as diabetes, asthma and epilepsy
- mobility difficulties
- speech, hearing and eyesight
- manual dexterity and physical coordination
- memory or ability to concentrate, learn or understand
- mental Health

## 3. Our Aim

The key objective in our accessibility plan is to reduce and eliminate barriers to access to the curriculum and to work towards full participation in the school community for pupils, prospective pupils and our adult users with a disability.

## 4. Principles

1. Compliance with the DDA is consistent with our aims and equal opportunities policy, and the operation of our Learning Difficulties and/or disabilities policy.
2. We recognise our duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services providing we feel that we will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers.
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
3. In performing their duties, members of staff will have regard to the DRC Code of Practice (2002) Disability Rights Commission - as it has not been mentioned before
4. We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respect the parents' and child's right to confidentiality. We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils.
5. Admissions and Disabled Pupils  
Our policy is to apply our admission criteria to all potential pupils. We welcome pupils with learning difficulties, providing that our Learning Support Department can offer them the support that they require. We welcome children with physical disabilities providing that our site can cope with them. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made in order for the child if he/she was to become a pupil at our school. We will need to ensure, however, that we are able to make the necessary adjustments to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

Prior to being offered a place for their child, all parents are required to complete a 'pupil questionnaire' requesting information regarding any significant dietary, medical or learning difficulties and/or disabilities in respect of their child. Parents of children with a disability will also need to complete a Disability Assessment Form (to be treated as confidential if the applicant or parents require) which can be used to

outline the nature and effect of the disability and the adjustments that may be required. In assessing any prospective pupil we may take any such advice and request any such assessments as we regard appropriate.

Above all, we must feel that we will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers.

### **5. On Entry**

Each pupil with a disability requires special consideration and treatment. If appropriate, we will put the necessary adjustments in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school. We recognise that some disabled pupils may also require specialist support from our Learning Support Department, and we would normally discuss this issue with parents before their child enters the school. Copies of our Learning Difficulties and/or Disabilities Policy may be downloaded from our web site.

### **6. Other Adjustments**

We are able, depending on need, to accommodate the use of a laptop, as a pupils' usual way of working, for example, for large print documents to be given to those with impaired vision or learning difficulties.

### **7. The Medical Room**

We have modern, medical rooms on both sites that are open during the school day so that qualified help can be summoned immediately and any medication or treatment can be administered. The Heads of Section, Deputy Head for Operations and Pastoral care and/or the Head are always happy to discuss any pupil's health problems with parents as well as the management of any medical condition.

### **8. Staff Training**

Our teaching staff receive training on the learning needs of pupils with special education needs and disabilities. Our teaching and support staff are given regular training on working with our disabled pupils when required.

### **9. Physical Access**

The main School building is fully DDA compliant.

The Nursery is fully accessible at ground floor level but there is currently no lift access to the first floor.

### **10. Medical Access**

Most members of the teaching staff have been trained to administer an epi-pen.

Both the School and Nursery are strictly 'nut-free' zones.

### Three Year Plan September 2023 – August 2026

	Development area	Review and further action required and person responsible	Timescale & Approximate Costs	Action taken / date
Short Term 2023-2024				
Access to the curriculum				
To continue to Increase and ensure the extent to which disabled pupils (including those with SEN) can participate in the school's curriculum and everyday culture of the School.	To carry out reasonable adjustments for any new and existing pupils to meet their needs whether medical or special education.	Lead Person/s PB/JS/VB	Cost dependent on adjustments required.	ongoing
	Provide relevant training for specific members of staff working with any children requiring specialist support.	PB /ATH	Prior to start of Autumn term	
	Liaise with and work in partnership with external specialists and professionals to ensure a full understanding of support required & to provide feedback	PB	Cost dependent on needs identified.	
	Purchasing aids , for pupils that require them and/or work with parents to provide them	PB	£1000	
Increase staff knowledge and understanding of specific learning needs and conditions	Create special awareness weeks and provide training material for staff and parents, Creation of a learning support page on the staff and parent portal	PB/KP/YJ/ATH	£500	started Oct 23-ongoing
To improve communication with staff so that they are fully briefed upon useful strategies to support pupils	Creation of Learning Support folder on the Google shared drive	PB	Autumn term	Sept 23
	Creation of an overview sheet for each year group so that all support information is on one document, for ease of access	PB	Autumn term	Oct 23
	Staff to access the document in order to apply the strategies to support teaching and learning	All staff	ongoing	

Refresh and inform teaching staff's understanding of other factors including ACE which may impact on cognitive function, focus and behaviour.	Arrange for training, for all staff in 'Adverse Childhood Experiences' which can impact on cognitive function and can have an adverse effect on mental health.	FG/SG/ATH/KP	Spring/Summer term	
Ensure appropriate levels of adaptation, accommodation and modification for pupils to access the curriculum	Continue to monitor all teaching & learning to ensure AFL.	SG/SLT/PB/ subject leads	Autumn/Spring/Summer	
Improve the identification, recording and tracking of EAL learners	Adopt the Bell Foundation assessment tool and support materials. Create a robust system for tracking progress in Proficiency in English for EAL learners Update policy EAL register to link with SIMS	PB/ teachers/VB/JS/YJ	Spring Term	
Improve monitoring of pupils with ALN	monitor all of the Assessment data and use this to help identify any pupils who require additional support, discussions with parents re progress and /or in class adaptation/interventions	RD/VB/JS/JDes PB/SG/class teachers	ongoing throughout the year	



Access to information				
Continue to improve the access and availability of written materials to stakeholders	Creation of a school portal for parents so that all information can be accessible in one place	YJ/VB/JS/KP/FG	Autumn	
	Simplify the class newsletters		Autumn	
Access to the physical environment				
Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school	Liaise with LA to implement recommendations to assist pupils with hearing and visual impairment.	Lead Person/s	Costs –	
		PB/class teachers/VB/JS	all year	
	Creating a clearer teacher area in the Dance and Drama studio to accommodate all, with the building of cupboards.	FG		
	Increase the physical size of the learning support room, to enable access to all pupils, regardless of their disability.	FG		
	Purchase of laptops for pupils across the school to access, stored within classrooms or group rooms.	ME	Summer holiday 23	
Identify spaces that visiting therapists can use.	PB	£TBA		
Medium Term 2024-25				
Access to the Curriculum				
Continue to increase the extent to which disabled pupils	To provide one to one or some form of additional support both in and out of the classroom as	Lead Person/s		
		RD/PB	£15,700 – salary for pt LSA	

(including those with SEN) can participate in the school's curriculum	required and/or appropriate for pupils who would otherwise not be able to access the curriculum.			
Increased Accessibility to the Curriculum	To continue the rolling programme of training and webinars for pupils, staff and parents re: various aspects of mental health including resilience.	KP/ATH/GMcN GMcN/ATH/KP	Spring/Summer	
Mental Health Identification and Support	To renew subscription to Health Assured to provide mental health support to staff.  To provide assistance to pupils where necessary according to the pupil's needs and to make appropriate adjustments.	FG/ SG  VB/JS/teachers/KP/PB		
<b>Access to information</b>				
Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled	Increased access to assisted technology, e.g speech to text, typing, text to speech . Continue to explore additional options	<b>Lead Person/s</b> ME/YJ/PB/teachers	Costs –  £1000	
Update the SEN policy to be in line with COP 2014	Produce an SEN information report	PB		
<b>Access to the physical environment</b>				
Improve the physical environment of the school in order to increase the extent to which disabled pupils	Review signage in and around the building and update in line with guidance.  Continue to undertake specific risk assessments for pupils with disabilities to ensure optimal access.	<b>Lead Person/s</b>  PY/FG/SLT		

are able to take advantage of education and associated services offered by the school		PY/PB/VB/JS/KP	<b>Costs</b> – Dependent upon the risk	
<b>Long term 2025-26</b>				
<b>Access to the curriculum</b>				
Increase the extent to which disabled pupils (including those with SEN) can participate in the school's curriculum	To provide one to one input or some form of additional support both in and out of the classroom as required and/or appropriate for pupils who would otherwise not be able to access the curriculum.	<b>Lead Person/s</b> FG/PB/SLT		
Mental Health Identification and Support	Continue to train new staff as part of induction and provide refresher training	ATH/KP/GMcN		
<b>Access to information</b>				
Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled	Continue to review reasonable adjustments and accessibility in relation to both existing and incoming pupils.	<b>Lead Person/s</b> FG & SLT		
<b>Access to the physical environment</b>				
Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take	Explore the possibility (unless needed beforehand) of making both floors of the Arts Centre fully accessible although the structural elements and age of the building make this complicated.	<b>Lead Person/s</b> FG/PY	<b>Costs</b> – Approx £5000	

advantage of education and associated services offered by the school	To consider a range of seating arrangements and equipment for flexible seating within classrooms -wobble chairs, beanbags, standing desks, stability ball	PB/PY/FG/SLT		
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Date Created: September 2014

Date Updated: September 2023

Date for review: as appropriate according to need but in any event by June 2026

Progress to be checked annually by Head and Head of Learning Support and the results of this shared with the Board of Advisors in the Autumn Term meeting.

To be shared (for Approval) with the Board of Advisors on 28 November 2023.

