



Accessibility Policy and Plan

2024-2025

Definition of Disability

“A person has a disability if he /she has a physical or mental impairment that has a substantial and long- term adverse effect on his/her ability to carry out normal day to day activities”.

Equality Act 2010

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law, and it extends protection from discrimination in some areas.

Key points:

- As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief or sexual orientation.
- The exceptions to the discrimination provisions for schools are all replicated in the new Act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.
- Protection against discrimination is now extended to students who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Principles

Compliance with the Equality Act 2010 is consistent with the school’s aims, the Equality Opportunities Policy, and the operation of the school’s SEN Policy.

The school recognises its duty under the Equality Act.

- Not to discriminate against disabled student in our admissions, exclusion and provision of education and associated services, subject to the school being able to meet needs.
- Not to treat disabled students less favourably.
- To take reasonable steps to avoid putting disabled student at a substantial disadvantage.
- To publish an Accessibility Policy. Also available on the school website.

The school recognises and values parent/carer’s knowledge of their child’s disability and its effect on their ability to carry out normal activities and respect that parent/ carers and child’s right to confidentiality.

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

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

Activity

This section outlines the main activities that the school undertakes and is planning to undertake, to achieve the key objective.

Education and Related Activities

The school will continue to seek and follow the advice of the Local Authority and other specialist advisers, for example, occupational therapists, educational psychiatrists, speech therapists and other appropriate health professionals.

Physical Environment

The school will take account of the needs of staff, students, parents/carers and visitors with physical difficulties and sensory impairments, when planning and undertaking improvements and refurbishments of the site and premises, in respect of improved access, lighting, colour schemes and more accessible facilities.

Provision of Information

The school will make itself aware of local services including those provided through the Local Authority that may be able to assist with information, strategies in relation to disabled students.

Accessibility Plan

Gathering Information and Communication	Intermediate	Long Term
School invitations/posters (e.g. plays, parent/carer meetings, concerts, fetes) include a sentence requesting information in advance of any special requirements, for example, wheelchair access.	Invitations/posters which are sent out prior to an event that ask if there are any access requirements.	Ongoing.
Students to be accessed in respect of any reasonable adjustments that need to be made in relation to their needs to take examinations.	Examinations Officer to keep files in relation to students to show evidence of need in respect of reasonable adjustments – e.g. extra time, scribe, reader. Examinations Officer to liaise with Senior Management Team regarding needs identified by Education Health Care Plan and/or Educational Psychiatrist and/or other professionals.	Ongoing.

Improving Access to the Curriculum	Intermediate	Long Term
Monitor disabled students' achievements in examinations.	Continuously assessed.	Ongoing.
Ensure that all teaching staff or disabled students are informed of individual students' needs	SEN provision that is in place for all vulnerable students and distributed to all teaching staff via school intranet (office365).	Ongoing.
All students requiring wheelchair access to be accommodate on the ground floor.	At present the school has no student that requires wheelchair access so as and when required.	N/A
Premises	Intermediate	Long Term
<p>The school was formerly a Bed and Breakfast establishment partly converted into school classrooms in September 2012 and is spread over two floors.</p> <p>The school has several stand-alone outside buildings (for example, Barn, Studio, Garden Room).</p> <p>Wherever possible the school has incorporated measures to improve the standard of the facilities in line with legislation.</p> <p>If a member of staff or student with an accessibility issue is admitted to the school, a Risk Assessment will be undertaken and where practical, reasonable adjustments will be put in place to assist accessibility.</p>	Regular maintenance of the whole school site.	Ongoing.
A personal emergency evacuation plan (PEEP) will be carried out for every disabled member of staff or student.	As and when required.	N/A

Northleigh House School does not currently have any physically disabled student(s) or member(s) of staff but will, where practical do so, make reasonable adjustments to support any individual(s) as and when applicable.

Review Date: September 2025