



NORTHOLT
HIGH SCHOOL
Committed to Excellence

Accessibility Plan

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1. Aims of the plan

1.1 Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose is to:

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

Northolt High School aims to treat all its pupils fairly and with respect, commensurate with our school values. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.2 Publication

This plan will be made available online on the school website, and paper copies are available upon request.

1.3 Staff

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We also support any available partnerships to develop and implement the plan, including those with the London Borough of Ealing and specialist services.

1.4 Complaints

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

2. Legislation and guidance

2.1 References

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](#).

2.2 Definitions

The Equality Act 2010 defines an individual as disabled 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 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.

2.3 Reasonable Adjustments

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

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Learning walks and book looks are conducted which focus on students with additional learning needs.</p> <p>Visual stress exercise books and exam papers are provided for those</p>	<p>Ensure all students make at least expected progress, regardless of whether they have a disability.</p> <p>Improve representation of people with disabilities in curriculum resources and public presentations, including displays and assemblies</p>	<p>Include students with a disability as a key group in analysis of progress data, lesson observations and learning walks.</p> <p>Curriculum resources to include examples of people with disabilities.</p> <p>Displays around the school to include examples of people with disabilities.</p> <p>Assemblies to include examples of people with disabilities.</p>	<p>Senior Leadership Team</p> <p>Deputy Headteacher</p> <p>Whole School Display Technician</p> <p>Deputy Headteacher</p>		<p>Students with disabilities are making at least the same progress as students without disabilities</p> <p>Curriculum resources across the curriculum to have increased representation of people with disabilities</p> <p>Displays to have increased representation of people with disabilities</p> <p>Assemblies to have increased representation of people with disabilities</p>

	<p>requiring them because of dyslexia or other impairments.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment has adaptations to meet the needs of those with physical impairments. These include:</p> <ul style="list-style-type: none"> • Step-free access to all ground-floor areas of the school site • Adapted timetabling where the physical site does not allow access to a curriculum area • All specialist teaching areas, including technology, science and performing arts 	<p>Ensure, as far as possible, that the physical environment does not create barriers to student participation in the curriculum.</p> <p>Ensure accessibility is a key priority in the new building.</p>	<p>Review physical access for individual students as the need arises and make plans for adaptations as necessary.</p> <p>Work with developers to ensure the building design meets the needs of any prospective students.</p>	<p>SENDCO & Deputy Headteacher</p> <p>New Build Project Manager & Headteacher</p>		<p>Reasonable adjustments are made which enable learners with disabilities to access the curriculum.</p> <p>Design for the new build meets the needs of existing and future learners.</p>

	<p>situated on the ground floor</p> <ul style="list-style-type: none"> • Wide corridors • Reserved parking bays • Disabled toilets for students and staff 					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • 'Visual stress' books 	<p>Ensure information is delivered in a way which is accessible to all learners.</p>	<p>Investigate the use of technologies such as induction loops for the new building.</p> <p>Provide staff training on making information and resources more accessible to students with disabilities.</p>	<p>Headteacher & New Build Project Manager</p> <p>Assistant Headteacher</p>		<p>Design for the new build meets the needs of existing and future learners.</p> <p>Curriculum and lesson planning enables learners with disabilities to access the curriculum.</p>

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body or by the Headteacher if delegated to do so.

5. Links with other policies

This accessibility plan is linked to the following school policies:

- SEND Policy
- SEND Information Report
- SEND Local Offer
- Supporting Students with Medical Needs Policy
- Health and Safety Policy
- Teaching and Learning Policy

6. Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 in current use.	Adapt rooming of classes if any student has impaired mobility and cannot access the second floor	Assistant Headteacher:	As needed.
Corridor access	Step-free for all ground floor corridors.	Re-assess access and make reasonable adjustments if any student has impaired mobility or is a wheelchair user and has any difficulty with access to any ground floor rooms.	SENDCO Deputy Headteacher New Build Project Manager	As needed.
Lifts	None	Plan for lifts to be installed in the new building	New Build Project Manager	Ongoing.
Parking bays	Not demarcated but 4 bays closest to reception are reserved for visitors and are reserved for anyone with impaired mobility on request.	Ensure all anticipated visitors are asked if they require a parking space to be reserved and if there are any other adjustments they require.	Headteacher's PA	Spring 2019
Entrances	Step-free entrance to all ground floor areas of the buildings.	Already available		
Ramps	A portable ramp is available and can be used as required.	The ramp can be used as a temporary measure if pre-arranged for use in an		

		area which has poor access or if it is needed in an emergency situation.		
Toilets	Accessible toilets are available in staff and student toilets in the North building. A separate accessible toilet is available in the South building.			
Reception area	Reception area has step-free access and double doors into the main school.			
Internal signage	Clear internal signage about emergency escapes is present throughout the school. There is little other signage in the school for example on department areas.	Consider signage with symbols and / or colour-coding for specific areas of the school.	Deputy Headteacher New Build Project Manager	September 2019
Emergency escape routes	Clear internal signage about emergency escapes is present throughout the school. PEEPs are agreed for anyone with impaired mobility.	Gain stakeholder voice on the clarity and effectiveness of emergency escape signage and make changes if necessary.	Deputy Headteacher	September 2019