



Accessibility Policy and Plan

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School Business Manager:		Date:	29/07/2025
Headteacher:		Date:	16/09/2025

Date of Next Review:	September 2026
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1. Introduction

This policy is a statement of the principles and practices of Amwell View School to ensure that discrimination against people with a disability at school does not take place. All staff are expected to be aware of the principles and practices within this policy and to treat disabled people, whether pupils, staff or visitors, fairly and with respect.

Within this policy, the definition of a person with a disability is one who has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. Provision for pupils with special educational needs is described in the school's SEN policy. The Accessibility Policy addresses provision for any person with permanent or temporary disability.

Discrimination can take place in two ways:

- Treating a person "less favourably" than others for a reason relating directly to their disability.
- Failing to make a "reasonable adjustment" to ensure they are not placed at a "substantial disadvantage" for a reason relating to their disability.

2. Statutory requirements

The equality objectives address our duties under current equality legislation, up to and including the Equality Act 2010.

3. Purpose of Plan

The purpose of this plan is to show how our education setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

4. Key Aims

- To ensure pupils/students and staff have total access to our setting's environment
- To ensure pupils/students have total access to our curriculum
- To ensure pupils/students and staff have total access to information and have full participation in the school community

5. Principles relating to disability

Amwell View School seeks to ensure that no member of the School is unfairly discriminated against as a result of gender, colour, ethnic or national origin, age, social background, disability, religious or political beliefs, family circumstances or sexual orientation.



To this end, the school will seek to:

- Fulfil its legal obligations under the Equality Act 2010 and any related or subsequent legislation.
- Identify and remove any unjustified discrimination against people with a disability.
- Pursue a programme of development and improvement in facilities, in procedures e.g. the school's Admissions Procedure, and in the skills, knowledge and understanding of staff to meet the needs of people with a disability.
- Ensure that disabled staff and pupils have access to the appropriate support and adaptations to enable them to be fully included in the life of the school.
- Take into account the views of individual pupils or members of staff when their requirements are being assessed.
- Provide appropriate information and support to members of staff working with disabled people, either as colleagues or pupils.
- Make reasonable adjustments to enable staff and pupils who become disabled during their time at the school continue in their chosen career or school career, wherever possible.
- Accommodate disabled visitors, wherever reasonably possible, to enable them to participate in events held on school premises.
- Ensure that school premises are accessible and safe for disabled people, as far as this is reasonably practicable and within the constraints of existing buildings.

6. Admissions

Within the admissions process:

- All pupils have Severe Learning Difficulties and an EHCP is in place, held by Hertfordshire Local Authority and the responsibility of the admitting authority
- Prior to admission parents meet with and inform the teacher and nursing team of specific details including medical diagnosis and treatments
- Plans are put in place for all pupils: Health and Care plans. Other plans will be put in place if needed for the pupil: Anxiety, Behaviour, Communication
- Transport is offered to children based on the distance the pupil lives from the school and their individual circumstances. The statutory guidance for transport is: under 8's is more than 2 miles and for over 8's living more than 3 miles from the school.
- Transport staff are employed by and responsible to the respective contracted Transport company.

7. Accessing Curriculum and Facilities

The school will take appropriate steps to ensure all pupils can access the curriculum and participate in lessons.

The school will aim to ensure that pupils will have equal access to all pupil facilities.



8. Health and Safety

The school will ensure that pupils who have profound and complex disabilities will have emergency evacuation procedures written in their care plans and all staff will be made aware of the procedures.

9. Employment

The Disability Section of the Equality Act 2010 makes it unlawful for the school, and therefore, any of its employees to discriminate in the field of employment, against a disabled person for a reason that relates to the person's disability, if that treatment cannot be justified. This applies not only to requirements, but to all areas of employment including the terms of employment, opportunities for promotion, transfer or training, dismissals or redundancies.

Wherever practicable, the school will seek to:

- Employ disabled people in jobs suited to their aptitudes, abilities and qualifications.
- Ensure that disabled employees are considered for promotion according to their aptitudes, abilities and qualifications.
- Ensure that disabled people are not disadvantaged when the renewal of fixed term contracts is being considered.

10. Recruitment

All candidates will be assessed on their abilities, qualifications and experience in relation to the job description and person specification for an advertised post. It may be that a reasonable adjustment would be required to allow a disabled candidate to meet the requirements of a post and the school would seek to facilitate this if required. For example, a candidate would not be rejected simply on the basis that they cannot gain access to the building. Most arrangements to accommodate disabled employees can be made within existing resource constraints or at minimal cost.

11. Support in Employment

Some disabled people may require additional support when settling into their working environment. In particular, consideration will be given to any adaptation, for example, the provision of equipment or the modification of the working environment, which may be necessary to enable the individual to work on equal terms with non-disabled colleagues.

Any necessary modifications should ideally be agreed and carried out before the individual commences work. Some of the adjustments may have implications for other staff and it is important that they are consulted about proposed changes. Consideration should also be given to parking facilities, toilet facilities, including aspects of health and safety issues, such as evacuation procedures.



12. Confidentiality

Where a disability is not obvious, the individual should be asked if they wish their colleagues to be informed of their disability. Whenever possible, their wishes in this regard will be respected. In certain cases, it may be appropriate for some colleagues to be aware of the disability in order to be able to respond appropriately in cases of emergency.

13. Training

Training will be made available to disabled people on the same basis as their colleagues. Where special arrangements are required, for example, accessible training accommodation or large print handouts, this should be put in place.

14. Members of Staff who become disabled

Losing the services of a member of staff who becomes disabled can deprive the schools of a considerable asset in terms of the skills and experience of the individual as well as an investment in that individual's training and development. Where practicable the school will attempt to retain staff who become disabled and to ensure suitable employment for them.

Senior members of staff should deal as sensitively as possible with these situations and seek help where required. Help should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status, financial loss and reduced self-esteem.

The school is required by law to make reasonable adjustments to enable the individual to continue in post. There are a number of possible options to consider:

- Continuing in the same post – Where the disability has occurred as the result of an accident, for example, the individual has been absent from work for some time, the school will be flexible and sensitive in assisting staff to return to work.
- In circumstances where it is envisaged that some difficulties may be encountered the school will consider a phased return to work or a permanent reduction in hours until confidence and ability are fully restored.
- Redeployment – Where it is not practicable for the individual to continue in their former post, the school will attempt to redeploy the individual into a suitable alternative post. The individual's qualifications and skills as well as their own preferences in terms of type of work should be taken into account when trying to identify a suitable vacancy.
- Premature retirement on grounds of incapacity – Where it has been decided that redeployment is impracticable, the member of staff may be considered for retirement on the grounds of medical incapacity under the normal terms of the appropriate procedure.
- Termination of employment - If all other options have been explored and found to be impracticable, dismissal on grounds of incapacity should be considered. If it proves to be necessary, termination will be in accordance with the appropriate procedures, which include a right of appeal.

In some cases, the disability will be a progressive condition, which will develop over time and a number of the options could therefore be appropriate at different stages.



15. Visitors and External Groups

The school sometimes organises events that are attended by visitors to the school and it will ensure that all buildings used for such an event are appropriately accessible. Information for emergency and evacuation procedures will be provided.

If the school enters into a contract for hire with an external person or group, it will aim to make all possible reasonable adjustments to enable accessibility. However it is the responsibility of the hirer to ensure that the part of the premises used meets the needs of their group.

16. Responsibilities

Governors as a whole are responsible for:

- Making sure the school complies with the relevant equality legislation;
- Monitoring progress towards the equality objectives and reporting annually.

The Headteacher is responsible for:

- Drawing up, publishing and implementing the school's equality objectives;
- Making sure steps are taken to address the school's stated equality objectives;
- Making sure the equality plans are readily available and that the governors, staff, pupils and their parents/carers are aware of them;
- Producing regular information for staff and governors about the plans and how they are progressing;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents;
- Enabling reasonable adjustments to be made in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

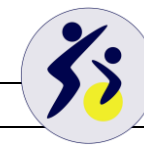
All staff are responsible for:

- Promoting equality in their work;
- Avoiding unlawful discrimination against anyone;
- Fostering good relations between groups;
- Dealing with prejudice-related incidents and reporting any concerns;
- Being able to recognise and tackle bias and stereotyping;
- Taking up training and learning opportunities

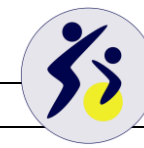
The Headteacher is responsible overall for monitoring the recording of prejudice-related incidents.

17. Review

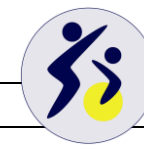
This policy and the procedures within will be monitored and implemented by the Senior Leaders and Nursing Team and will be reviewed annually.



18.Accessibility Action Plan					
Access to the physical environment – statutory Amwell View School is designated to take pupils with profound and severe learning disabilities. The school is committed to making adjustments in respect of access ramps, lifts, handrails, hoists, appropriate changing facilities.					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All pupils to access Swimming Lessons	Ensure pool plant is maintained and in good working order. Ensure staff are trained appropriately for teaching, pool plant and rescue test. Ensure changing rooms are fit for purpose and maintained to high standard of hygiene.	SLT	Short	2025-2027	Dec 2025 – Rescue Test Booked for 20/21 st Oct 2025 (2027) Aug 2028 – Pool Plant Operators Improvements to changing rooms to continue to be implemented 2025-2026.
Pupils to be able to access Booster Sessions	Identified pupils will have Booster Sessions focussing on the following areas: phonics, reading and numeracy. SLT to identify pupils and liaise with Teachers.	SLT	Long	2025-2026	Create timetable and appropriate learning space
All pupils to be safe when in school	Redesign layout of front carpark and drive way to ensure transport operators flow in and out of the school safely when dropping off and picking up the pupils.	SLT	Long	2025-2027	Planning submitted, conditions accepted. Phased approach start 2026.
Essential heating and hot water system replacement to ensure school is heated, comfortable, compliant and efficient.	Regular maintenance and servicing in place to ensure heating and hot water systems work and the school is heating, comfortable, compliant and efficient.	SLT	Short	2025-2027	Service and Maintenance Contracts in place. Monitoring Schedule in place.
Essential roofing repairs and replacement to ensure the school is in good repair, compliant and open.	Following successfully Capital Bid with HCC, survey due 22/08/2024. New roof, repairs and guttering – Apr 2026.	SLT	Long	2026-2027	Successful Bidding Process 2023-2024. Survey August 2024. Installation April 2026.



Access to the curriculum - statutory Amwell View School is designated to take pupils with profound and severe learning disabilities. All children have an Education Health Care Plan (EHCP) which clearly identifies the special education needs of each pupil. Assessment and monitoring of pupil progress is monitored using review of pupil priority outcomes (Success criteria and Tapestry) and B-Squared progression and Engagement steps and Individual pupil outcomes. In addition to the teaching and learning in class the school places high important on extra-curricular clubs (lunch-time and after-school).					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To create meaningful and challenging learning opportunities for all	Review core and foundation subject Overviews and delivery	Jane Connolly Neil Ward Ellen-May Shipp	Long	2025 - 2026	
To develop Life skills opportunities for Post 16 pupils. Engage parents in the process to reinforce skills outside of school.	Post-16 curriculum review. Improve parental engagement to support the transfer of skills into the home and community	Alex Cloona	Long	2025 - 2026	Allotment Tonwell Community Classroom Buntingford Mudlarks Careers curriculum
Review policies and procedures including the induction process.	Increased support and signposting for off-site learning	Alison Lindsell Abbey Herridge Mason Emoli Suzie Horton	Long	September January April	
Deliver booster sessions for identified pupils. Extend and challenge and provide clear evidence of progress	Extend learning through focused booster sessions for identified pupils	Ellen-May Shipp	Medium	2025 - 2026	
Improve PMLD provision and a multi-sensory approach	Audit and observe provision for PMLD pupils. Develop practice of other staff members through training and ongoing support.	Lisa Dillon Jane Connolly Jessica McBride	Long	2025 - 2026	Deep Dive carried out and PMLD curriculum reviewed and rolled out



Access to information advice and guidance – statutory Amwell View School is designated to take pupils with profound and severe learning disabilities. The school has various ways to communicate and provide information to pupils, parents/carers, staff, and other visitors and professionals. Examples of these are; Tapestry, Website, Parent SIMS, Email, Telephone. Large print, symbols, social stories and TOBIs are used to ensure increased understanding.					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Development of website for parents, professionals and outside agencies access to information about the school	Monitor number of hits on website per half-term. Maintain regular contact with website provider Jolt and school. School staff to be responsible and accountable to ensure their section is relevant and up to date.	Aliesha Kent Janet Warrington SLT MLT	Long	2025 - 2026	Spreadsheet to identify areas of responsibility and frequency of review.
Develop social media platform to promote school. Using reels of pupils and staff during learning activities.	Track likes, comments and views on Instagram	Neil Ward Aliesha Kent All Teachers	Long	2025-2026	School Timetable to inform events schedule
Using Video, Flyers and other materials to promote recruitment.	Track applications via My New Term.	Neil Ward Mason Emoli Suzie Horton	Long	2025-2028	Video and Flyers to promote the excellent training opportunities and routes for personal development at the school.