

Accessibility Plan FHS Regents Park 2024 (1st Sept) -2027 (31st Aug)

This policy applies to:

Francis Holland Regents Park Francis Holland Sloane Square Francis Holland Prep

Policy owner	Head of Learning Enhancement; Director of Estates and Facilities
Type of policy	Schedule 10 of the Equality Act 2010 The responsible body of a school in England and Wales must prepare— (a) an accessibility plan
Last reviewed / approved by / date	SLTs: March 2024 and (interim): March 2025 Governance and Nominations: 4th June 2024
Next school review due	March 2025
Next council review due	Governance and Nominations: Summer 2025
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	All policies are available from the Trust Office, Francis Holland Schools Trust, 35 Bourne Street, London, SW1W 8JA
Linked Policies	

Revision History	
This section should be completed by the reviewer each time this policy is reviewed	
Changes made [Brief description of edits]	Date
Changes made in line with works completed in the summer 2024	October 2024
Linhope House included in plan Additions made to access arrangements, mobility impairment, visual & hearing impairment, and supporting students on school trips New plan in draft form as there will be multiple changes over the summer.	Summer 2024
Change in some terminology page 3, for clarity.	Spring 2025

Accessibility Plan 1 September 2024- 31 August 2027

Definition of Disability

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

Staff should not treat disabled pupils, colleagues or guests less favourably, without justification, than their non- disabled peers, and should make reasonable adjustments to ensure that those who are disabled are not put at a substantial disadvantage in comparison with others who are not disabled.

This policy addresses the requirements of the Equality Act 2010 and refers to disabled pupils (both current and prospective) in a wide sense, including those with special educational needs and learning difficulties.

Equality Act 2010 – This refers to disabled pupils in a wide sense, including those with special educational needs. It also includes prospective pupils. The Governing Body has three key duties towards disabled pupils, under Part 6, chapter 1 of the Equality Act:

- not to treat disabled pupils less favourably for a reason related to their disability
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the ‘reasonable adjustment’ duty) in matters of education and admission
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the following three areas:

1. increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum;
2. making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled
3. proposed developments in physical access to education and associated services

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities addressed in the overall plan.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupils to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have any learning difficulties, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

Management, Coordination and Implementation

- The Deputy Head and the Facilities Manager take responsibility for the school’s accessibility plan
- The plan will be kept under review during this period and revised as necessary
- The plan will reflect the Special Needs – Learning Enhancement Policy
- The plan will identify necessary resources and funding will be arranged by the COO

- All Heads of Department, and staff, have been fully informed and consulted about parts 1 and 2 of this plan

The school makes this plan available in the following ways:

- This plan is available, in the school office and on the website, for parents to read. On request, they will be able to obtain a copy of it.
- Parents are informed of the existence of this plan in the parents' information booklet
- On request the plan can be made available in different formats

Learners with SEND – Special Educational Needs and Disabilities.

All members of staff are aware of which girls have SEN in the school; they read summaries of educational psychologists' reports at the beginning of the academic year which are on Staff Sharepoint. They are also aware of the different strategies needed to teach them by attending inset days and following advice in the staff handbook. The Head of Learning Enhancement also meets with NQTs to ensure they know the procedures.

A list of all learners with SEN, and girls requiring extra time in examinations {III – UVI} is on the SEN Register on iSAMS which all teaching staff have access too. The Head of LED is responsible for applying to examination boards for access arrangements.

Tests for screening for dyslexia are administered in Year 7.

Learning Enhancement teachers can offer some individual support in study skills and give advice to subject staff about the needs of individual girls.

The school is also able to offer some specialist support for English as an additional language and specific learning difficulties such as dyslexia and will offer support to pupils with Education, Health and Care Plans {EHCP} – depending on the severity of the difficulty. Alternatively, parents may prefer to make their own arrangements.

Following discussion with parents, the Learning Enhancement teachers will suggest referring girls who require specialist diagnosis to a visiting external assessor.

Part One	Increasing the extent to which disabled pupils {including those with learning difficulties} can participate in the whole curriculum. The following methods/approaches may be used, if deemed appropriate by the specialist staff.	Timescale
Mental Impairment	<p>Continue to increase the use of Microsoft Teams and Sharepoint, as lesson resources and material (visual and/or audio) can be uploaded and accessed by student via any internet connection</p> <p>Girls seated discretely at the front of the class</p> <p>Laptops with audio speech programmes including on Class Notebook for audio feedback</p> <p>Awareness of learning styles</p> <p>Audio books, DVDs.</p> <p>Photocopying of teachers' notes and/or access to PowerPoints on Microsoft Teams.</p> <p>Spider diagrams, pictures and mindmaps, lists and charts</p> <p>Access arrangements including but not only: Extra time in examinations, Supervised Rest breaks, Prompts. All Access arrangements are bespoke and depend on individual and are based on evidence.</p> <p>Learning enhancement from specialist teachers</p>	<i>As required</i>
Mobility Impairment	<p>Portable laptops for pupils with writing difficulties.</p> <p>More individual attention, especially in PE – including adapting activities so all pupils can participate.</p> <p>Ensuring extra space to access desk and equipment areas.</p> <p>Access by lift to most areas of the school.</p> <p>Ensure teaching rooms have vision panels.</p> <p>Purchase and install workbenches, at an appropriate height, in the science labs.</p> <p>Availability of sockets for charging electrical equipment e.g. laptops and other assisted technology.</p>	<i>As required</i>

Visual or Hearing Impairment	<p>Improved presentation with the increased use of ICT.</p> <p>Reading texts available in the form of CDs, DVDs, large print.</p> <p>Use of headsets, in ICT, for visual impairments.</p> <p>Use of visual instructions, on IWB/Powerpoint, for hearing impairments.</p> <p>Reading texts available in Braille format.</p> <p>Consult outside organisations e.g. RNIB & RNID for advice.</p> <p>Providing an amanuensis for exam questions, if appropriate as per JCQ regulations.</p> <p>Girls seated discretely at the front of the class to allow for lipreading and easy access to visuals on display.</p> <p>Extra time or help (buddy system if required) to move around classrooms, between classes and throughout school.</p> <p>Teachers to ensure classrooms are obstacle free, allowing pupils to easily move to set desk without trip hazards.</p>	<i>As required</i>
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School Trips

All pupils with special medical needs are listed in the trips emergency information pack. Staff are made aware and make provision accordingly for students with disabilities to participate fully and safely in appropriate activities.

Reasonable adjustments will be made to increase access for the disabled, depending on the nature of the disability and activity and providing that the health and safety of the individual and groups are not compromised. Individual Risk assessments will be devised for pupils on SEND register, Medical register and those with safeguarding concerns as per Trip Policy. Trip leaders will liaise with HOY and DSL to provide any pupils with vulnerable risk assessments.

Part Two	Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled. The following methods/approaches may be used, if deemed appropriate by the specialist staff.	Timescale
Mental Impairment	<p>Greater use of ICT and Microsoft Teams and Sharepoint</p> <p>Audio books, DVDs.</p> <p>Laptops with audio speech programmes</p> <p>Visual resources - Spider diagrams, pictures, mindmaps and charts</p> <p>Overlays/print on cream or chosen coloured paper which reduces visual stress /font size 14</p> <p>Instructions on the IWB/powerpoint for pupils with hearing impairments</p>	<i>As required</i>
Mobility Impairment	Portable laptops for pupils with writing difficulties.	<i>As required</i>

Visual or Hearing Impairment	<p>Increased use ICT</p> <p>Reading texts available in the form of CDs, DVDs, large print.</p> <p>Use of headsets, in ICT, for visual impairments</p> <p>Reading texts available in Braille format</p> <p>Consult outside organisations e.g. RNIB and RNID for advice</p> <p>The school website to be in large scale print</p>	<i>As required</i>
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Identifying the appropriate format must take account of pupils' impairment and the preferences expressed by the pupils and their parents.

Part Three

Proposed Developments in Physical Access and Associated Services Including a Disability Access Audit

1. Visitor/Staff Approach, Entrance and Parking

	Comment	Action	Planning
a. Approach	<p>Ivor Place: Dropped kerb from road to entrance.</p> <p>Linhope – No dropped kerb, nearest dropped kerb on either end of Linhope Street.</p>	<p>IP: None</p> <p>Due to resident parking directly outside Linhope there is no designated area to supply a portable ramp.</p>	x
b. Parking	By arrangement with the office.	The nearest parking is adjacent to local business The Flower Station, approx. 5 mins walk.	x
c. Entrance – outside	<p>Ivor Place - A flight of stairs leads to the main door, which is particularly difficult to negotiate for people with disabilities. A handrail was installed in 2010. Alternative access is available through the Gloucester Wing via intercom.</p> <p>Linhope – 2 steep steps lead to the only entrance to the building.</p>	<p>IP: None</p> <p>Linhope House: Due to the position of the steps, size of the pavement, size of the steps and parking there is no safe way for a portable ramp to be used.</p>	x
e. Entrance – inside	Ivor Place - A flight of stairs leads to the ground floor, which makes wheelchair access difficult.	None	x

	<p>Wheelchair access is available from the Gloucester Wing via a lift.</p> <p>Ivor Place - The school office door has a vision panel and the width allows wheelchair access.</p> <p>Linhope – Currently, steep steps outside the entrance prevent wheelchair users access.</p>	No planned action.	September 2024
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2. Pupil Approach and Entrance

	Comment	Action	Planning
a. Approach	<p>Ivor Place –</p> <p>There is no dropped kerb from the road to the side entrance.</p> <p>Linhope –</p> <p>No dropped kerb, nearest dropped kerb on either end of Linhope Street.</p>	<p>None, access can be gained from the front of the building.</p> <p>Currently, due to resident parking directly outside Linhope there is no designated area to supply a portable ramp.</p> <p>Investigating with Westminster Council the possibility of removing residential parking bay directly outside the building to create a necessary portable ramp.</p>	<p>x</p> <p>Sep 2024</p>
b. Entrance	<p>There is a small step and a flight of stairs to gain access to the ground floor. Wheelchair access is available via the Gloucester Wing and use of lift from the entrance.</p> <p>Linhope – Currently, steep steps outside the entrance prevent wheelchair users access.</p>	<p>IP – No planned action</p> <p>No planned action</p>	x

3. Emergency Evacuation Arrangements

	Comment	Action	Planning
a. Evacuation	<p>Ivor Place - There are 8 exits from the school, used by all in an emergency evacuation.</p> <p>Linhope – There are 2 exits from this building, all used in an emergency evacuation.</p>	<p>Wheelchair exit timed at 4 minutes. Evac chairs available on 2 staircases. More training required for all staff. A PEEP (Personal Emergency Evacuation Plan) would need to be completed for individuals as required; outlining what action is to be taken in the event of an alarm sounding.</p> <p>Currently, wheelchair users are unable to use this building. Any pupils with a mobility impairment with the ability to use stairs would be issued with a PEEP.</p>	2024
b. Signage	All fire exits are well signed and strobe lighting provided as visual component for hearing impaired people.	On-going review as required.	2024
c. Physical impairment	The school runs a buddy system for any students with minor/major physical issues ie: broken ankle.	On-going review as required	2024

4. Corridors and Staircases

	Comment	Action	Planning
a. Staircases	Staircases are wide and always kept clean and clear ensuring no obstacles. Staircases are well lit and have handrails. Wheelchair access is possible to most areas of the school.	None	x
b. Corridors	Ivor Place - Wheelchair access, on the ground floor, is restricted by heavy closed doors. Linhope – Corridors are wide and clear of any obstacles.	IP - Door guard and free door have been installed to some doors. Ongoing replacement programme for the rest. No planned action.	2024

5. WCs

	Comment	Action	Planning
a. WCs	Ivor Place -There is wheelchair access to the WC on the ground floor next to G10. Linhope – There is a wheelchair WC on the ground floor.	None	x
	Ivor Place - Ensure facilities for washing are appropriate for pupils with disabilities. Consider changing taps in main cloakroom.		x x

6. Staff Accommodation

	Comment	Action	Planning
a. Staff room/Staff work room	Ivor Place - Access to these areas is possible from the Gloucester Wing.	None Install vision panel if needed.	x <i>As required</i>

	<p>Ivor Place - Disabled access is appropriate in all areas of these rooms. A vision panel would be necessary in the doors.</p> <p>Linhope – If access arrangements are fulfilled access will be available to ground floor only.</p>	Linhope – no planned action .	
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7. Pupil Accommodation

	Comment	Action	Planning
a. Classrooms	<p>Ivor Place - Access to these is possible from the GW and the platform lift by G10.</p> <p>Linhope – If access arrangements are fulfilled access will be available to ground floor only.</p>	For these rooms consider installing vision panels to doors if needed.	<i>As required</i>
b. Classrooms	<p>Linhope House and Ivor Place:</p> <p>To minimise the noise level for the hearing impaired, all rooms have carpet, acoustic ceiling tiles and double- paned windows.</p> <p>To minimise glare for the visually impaired all rooms should have blinds.</p>	<p>None – all rooms have carpets</p> <p>None - all rooms have blinds</p>	<p>x</p> <p>x</p>
c. Classrooms	<p>Ivor Place:</p> <p>For wheelchair access, all rooms are completely level. Music area and small art rooms have small thresholds. Small ramps have been considered but current layout makes this impossible.</p> <p>Linhope – If access arrangements are fulfilled access will be available to ground floor only.</p>	None	x
d. Classrooms	<p>Linhope House and Ivor Place:</p> <p>Door width allows easy access.</p>	None	x
e. Lighting Levels	Linhope House and Ivor Place:	None	x

	<p>Lighting levels could put the visually and hearing impaired at a disadvantage. Lighting levels have been checked and appropriate lighting is installed throughout.</p> <p>[Good lighting levels are essential for lip reading and to support students with Sensory Processing Disorders].</p>		
f. Medical Room	<p>We have moved the medical room in order to provide easy access for the emergency services should they require it. This new development also includes 'The Space' which provides a quiet room for pupils to use should they need it.</p>		

8. Catering Facilities

	Comment	Action	Planning
a. Dining Room	<p>Ivor Place:</p> <p>Access to this area would only be obtainable with two ramps either side of this corridor which has two steps leading up and two steps leading down.</p> <p>We have created a one-way system to provide better access to the Dining Hall. We have also created a quiet dining area for those who would benefit from eating their lunch in a calmer/less stimulating environment.</p> <p>Linhope – If access arrangements are fulfilled access will be available to ground floor and there would be access to the dining room facilities.</p>	<p>Ramps to be installed when required.</p> <p>Packed lunch can be provided.</p>	x

9. Access to Specialist Teaching Facilities – Ivor Place

	Comment	Action	Planning
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a. Gym	Access is restricted to the gym via stairs. but the fitness area can be used. A stair lift to the Gym has been considered but not currently possible due to building layout – would cause too much congestion.	None	x
b. ICT	Yes	None	x
c. Science	Yes	None	x
d. Library	Yes.	None	x
e. Art	Yes	None	x
f. Music	No. Ramp considered but not currently possible due to building layout.	None	x
g. Lecture Theatre	Yes	None	x
h. Hall	We have added banisters to the stairs either side of the stage in the Hall to improve access – these are temporary with a permanent solution being sought by AVDW.	None	x

10. Playground

	Comment	Action	Planning
a. Playground	The playground has an all-weather surface, although drains may cause a problem. Access is restricted.	None	x

11. Acoustics

	Comment	Action	Planning
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a. Acoustics	<p>Linhope House and Ivor Place:</p> <p>Generally, the acoustics were good in most areas. However, induction loops could be provided in the Hall and Drama Studio.</p>	Plan in place to provide portable induction loops.	<i>As required</i>
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12. Furniture and equipment

	Comment	Action	Planning
a. Furniture & Equipment	<p>Linhope House and Ivor Place:</p> <p>It was thought that, in the classrooms, these could be adjusted and located appropriately for pupils with disabilities.</p>	Identify areas	<i>As required</i>
	<p>Science labs - the workbenches are too high for wheelchair users. G14 has new height adjustable table and sink.</p>	<p>Purchase, and install workbenches with appropriate height for wheelchair users.</p> <p>As required in other areas.</p>	<i>As required</i>