



**HAMPSTEAD FINE ARTS
COLLEGE**

Accessibility Plan 2026

Signed by

A blue ink signature, appearing to read 'Edna', written over a light blue rectangular background.

(Principal)

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Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot lawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation.” According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

The Accessibility Plan is listed as a statutory document on the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body.

At Hampstead Fine Arts College we always aim to find something exceptional in our students by giving them the freedom to learn. We encourage a community atmosphere in which students’ talents and ambitions are supported. We also provide a real and unique bridge between school and university.

We have a distinctive educational philosophy that informs our approach to teaching our subjects and our cultivation of a welcoming, collaborative community. We believe this environment fosters the talents and ambitions of our students, preparing them well for higher education.

Our small size means that we get to know all our students as individuals, which is particularly important in encouraging and supporting them personally – moving away from the ‘us and them’ teacher-student relationships of their younger years. We closely monitor each student’s progress, but we also want to encourage self-discipline and self-motivation: the informal nature of relationships between staff and students does not counteract high expectations and a rigorous approach to work.

Our lessons challenge the students to engage in discussion and debate so that, far from being simply ‘taught’, students become inquiring critical thinkers and independent learners. We want to inspire a passion for learning that will last a lifetime and continue to enrich beyond formal examinations.

Finally, we provide an enriching programme of extra-curricular talks from tutors and visiting speakers that broadens our students’ knowledge of the world and informs their choices for higher education and beyond.

The Hampstead Fine Arts College Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in terms of progress and outcomes. The intention is to provide a projected plan for a three-year period, ahead of the next review date.

The Accessibility Plan is structured to complement and support the College's ethos and is available on request.

Hampstead Fine Arts College is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support and awareness within the College.

The Hampstead Fine Arts College Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- a) Increase access to the curriculum for all students, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students (if a school fails to do this, they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the college such as participation in after-school clubs, leisure and cultural activities or school visits.
- b) Improve and maintain access to the physical environment of the college, adding specialist facilities if necessary – these covers improvements to the physical environment of the College and physical aids to access education within a reasonable timeframe.
- c) Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the college and college events, and the information should be made available in various preferred formats within a reasonable timeframe.
- d) Relate to the key aspects of the physical environment, curriculum and written information;
- e) Implement whole school training that will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- a) Behaviour and Sanctions policy
- b) Curriculum policy

- c) Invacuation policy
- d) Health and Safety policy
- e) Disabilities, Learning Difficulties and SEN (including AGT) policy
- f) Admissions policy

The Accessibility Plan for physical accessibility of the college remains the responsibility of the proprietor/governing body. It may not be feasible to undertake all the works during the life of this Accessibility Plan and therefore some items will roll forward to subsequent plans. We will review this Accessibility Plan annually. The Accessibility Plan will be published on the college website.

Purpose of Plan

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

Aims and Objectives

Our aims are to:

- a) Increase access to the curriculum for all students.
- b) Improve and maintain access to the physical environment.
- c) Improve the delivery of written information to students.

Principles

At Hampstead Fine Arts College, compliance with the Equality Act 2010 is consistent with the College's ethos, equal opportunities policy and special educational needs information report.

Our staff recognise their duty under the Equality Act 2010:

- a) Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- b) Not to treat disabled students less favourably
- c) To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- d) To publish an accessibility plan

In performing their duties governors also have regard to the Equality Act 2010.

The college recognises:

- a) And values the student's knowledge/parents' knowledge of their child's disability.
- b) The effect their disability has on his/her ability to carry out activities.
- c) And respects the parents' and student's right to confidentiality.

Hampstead Fine Arts aims to provide all students with a broad and balanced curriculum that is differentiated, personalized and age appropriate.

Current Good Practice

Both students and staff complete medical questionnaires after enrolling/joining Hampstead Fine Arts College as part of the admissions process. These are reviewed by the Deputy Head Pastoral/SENco/Health & Safety Manager for students and Principal/Head for staff to ensure that any staff member/student who discloses a disability have plans in place to ensure that they are not at any disadvantage to any able-bodied person.

Physical Environment

Hampstead Fine Arts College is spread across four sites. These include Centre Studios, 51 and 43 Englands Lane. The new site 2 Parkhill road has taken over for our new photography, arts, humanities and foundation departments.

The College is fortunate to have all of our main classrooms on the ground floor of the main site, Centre Studios on Englands Lane. Each of these classrooms are accessible to any disabled student, staff member and visitor. There is also a toilet on site with disability access. This site remains the focal point of the College and as much as teaching, extra-curricular activities, meetings, self study areas and social activities will continue to take place here.

Hampstead Fine Arts most recently acquired and refurbished new premises (51 Englands Lane) a new science lab is accessible at ground level from Englands Lane through a spacious and brightly lit entrance with accessibility in mind.

A second premises on Englands Lane (43) has been converted into the new Media, Textiles and Film Studies rooms. The building has a large spacious entrance which is accessible from ground level on Englands Lane.

When we timetable lessons at the beginning of the academic year, we check student's medical forms to see if any have declared a physical disability. This enables us to ensure that all of their lessons are timetabled in classrooms which are easily accessible to them. As subjects move classrooms annually, depending on the size of classes, we adopt a flexible approach to ensure suitability.

Students have access to every site at ground level apart from the new site at 2 Parkhill road which has step access at the front but ramp access at ground level at the back, it also has a

staircase for 2 floors with classrooms on each. Ground floor has accessibility to the humanities, photography and foundation rooms. There is also student common room access which is accessed via the back with ramp access optional.

In the event that we have a request from a student who is unable to use

the steps/stairs to the either of these classrooms, a plan would be put in place to ensure that the student had access to the subject.

Curriculum

Hampstead Fine Arts College offers a wide curriculum. Students are treated on a case-by-case basis to assess what support is appropriate or required. The small class sizes ensure that all students receive individual attention and that tutors are aware of each student profile.

The personal tutorial system (whereby students meet with their personal tutor each week to discuss any matters arising) helps the early detection of areas where support needs to be put in place.

Tutors write reports fortnightly in all subjects to enable the students to have regular feedback and to continually monitor their progress.

The SENCo implements the Educational Health Care Plans in the case of students with special educational needs or disabilities and liaises closely with the parents and local authority to ensure that all needs are met.

Extracurricular provision is provided such as Enrichment Talks /PSHCE which take place on a weekly basis, study visits and trips.

The enrichment talks and assemblies take place at Parkhill Theatre which is accessible to students with physical disabilities.

Tutors complete risk assessments for all study visits and trips. If there are any students for whom a particular study visit or trip would be unsuitable, we would consider alternative options/activities to ensure that they are not at a disadvantage due to disability.

When required the College aims to provide specialist equipment to allow students to access the curriculum. This may include but is not limited to:

- Large print versions of handouts and other documentation
- Test papers, handouts, homework etc printed on coloured paper
- Arranging seating plans to accommodate disabled students
- Rearranging timetables to allow disabled students to attend lessons at sites which are accessible and on the ground floor only
- Use of ICT in the classroom to support learning
- Scribing sessions added to students timetables to enhance access to the curriculum.

AGT students are supported in various different ways:

- LAMDA exams are available for those students with a special acting talent.
- Singing lessons are available for musically talented students.
- EPQ's provide a channel for AGT students to develop their interests which are not covered in the curriculum.
- Staff differentiate on a case-by-case basis to help meet their needs of AGT students.

EAL students are supported on a case-by-case basis and are encouraged to sit the IELTS exams.

Information

Different forms of communication can be made available to enable any disabled student or parent to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for all students, parents and staff as and when necessary.

Information about the College can be provided in large print if necessary.

Current sites

The College is spread across the four sites defined above (Centre Studios, Parkhill and our buildings 43 & 51 Englands Lane). For the purpose of this policy it is relevant to discuss all of these premises. All sites are within a five- minute walk of Centre Studios.

Centre Studios & 43 & 51 Englands Lane

Centre Studios and 43 & 51 Englands Lane are accessed via two double electronic gates on Englands Lane. Students, staff and visitors are required to 'buzz' for access to the site, the member of staff on reception is able to see who is at the gate from the CCTV camera on the reception desk. This is the only entrance/exit to Centre Studios. There are doors leading from both 43 and 51 Englands Lane out onto the high street which will be used for any student with a disability for access to the new building.

On the ground floor of Centre Studios there is a reception area, careers room, pastoral room, 6 classrooms, a Graphics studio, the Principal/Head's office, the Deputy Head's office, exams office, drama hall, common area and toilets, including one which is suitable for those with a physical disability.

There are two Art studios on the first floor which can only be accessed by a staircase. The Graphics studio on the ground floor can easily be adapted to be an Art Studio should a student with a disability wish to study Fine Art.

The basements of 43 and 51 England's Lane are not accessible to anyone who cannot use a staircase. If the need arose, we would put a plan in place to ensure that anyone with a disability was not at a disadvantage by not having access to there.

2 Parkhill

The new building has access through the access gates at the front and then via the front reception entrance as well the back entrance which has a ramp and steps to accomadate as the In the event that we have a request from a student who is unable to access the departments a plan would be put in place to ensure that the student had access to the subject. The building has many classrooms for Photography, Humanities, Maths, English, Art and Drama. There is also an outdoor garden, with areas for students to use in their free

periods.

Management, coordination and implementation

We will consult with experts when new situations regarding students with disabilities are experienced. The Governors and Senior Management Team will continue to monitor levels of accessibility.

ISI Regulatory Standard (Handbook for the inspection of schools Commentary 2023) The standard derives from Schedule 10 of the Equality Act 2010

ISI Regulatory Standard	Description
416 (a)	Increasing the extent to which disabled students (including those with learning difficulties) can participate in the college's curriculum
416 (b)	Improving the provision to disabled students of information which is readily accessible for students who are not disabled
416 (c)	Improving the physical environment of the college in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the college.

Action Plan

Aim 1: To ensure we meet all aspects of the ISI Regulatory Standard 212 (a)

Short Term Action Plan

Targets	Strategies	Timescale	Responsibilities	Success Criteria/Evidence
To liaise with parents and students as early as possible about individual requirements.	To identify students who may need additional or different provision.	Ongoing from December 2019 and current Senco-Jenny Lock	Principal Head Deputy Heads SENDCo Admin Team	Interview Return of completed medical form Full list of student requirements which must be distributed to staff on a need to know basis
To ensure full access to the curriculum for all students	To implement differentiation for students who are identified as able, gifted and talented.	Ongoing from December 2019	Principal Head Deputy Heads SENCo Admin Team Subject Tutors	Subject tutors to evidence that students who are identified as AGT are challenged in the work set for them.
To ensure that students with special educational needs have been assessed and have exam provisions in place	Ensure that all students who are identified as having special educational need have extra time in exams, laptops, scribes or separate exam rooms as necessary	Ongoing	Head Deputy Heads SENCo Examinations Officer	Assessment results to be kept on students file. Any provisions to be put into place prior to exams.

To ensure that any student who requires additional support in order to fully access the curriculum is allocated support as necessary.	Ensure that students who require extra one to one support have been allocated extra lessons with the appropriate member of staff as necessary. Ensure that students who require assistance with their homework or organisational skills have access to drop in sessions.	Ongoing	Principal Head Deputy Heads SENCo Directors of Study Subject Tutors Personal Tutors Admin Team	Personal Tutors, Subject Tutors and Directors of Study are responsible to ensure that they identify any students who require additional support to access the curriculum if the student has not done so themselves. Student to be timetabled for extra lessons with relevant tutor. Art department operate open studios throughout the course of the day and until 6pm after college. The Art department offer Life Drawing Classes on Wednesday evenings from 5:00-7:00pm. Homework club available each evening at college until 6pm where students can work and gain help both academically and with regard to study skills and organizational support.
To improve the ability of the students who have been identified as weak at Maths GCSE	To ensure that the GCSE students who struggle with Maths are timetabled for extra Maths lessons with one of the maths tutors.	Put into place in November 2018 and ongoing	Deputy Head (Academic)	Continually monitor their progress in fortnightly tests and reports, half termly and end of term reports and by mock exams.
To ensure that students who have an interest which is not met by the curriculum	Students curriculum can do an Extended Project Qualification (EPQ) a	Ongoing	Head Deputy Heads EPQ Team Subject Tutors	Students receive UCAS points towards their university applications and demonstrate an interest that the curriculum cannot provide.

can fulfil their interest.	student-led project that has the equivalent UCAS points as an AS level. The project can be a 5000 word essay or a practical project with a shorter essay.			
To ensure that students with hearing disabilities are not disadvantaged by their disability whilst the tutor is talking in lesson.	Students with hearing disabilities will be encouraged to sit next to the tutor in class and will be provided with written copies of notes, discussions etc.	Ongoing	Deputy Heads Subject Tutors Personal Tutors	Students rate of progress and understanding of the subject.

Medium Term Action Plan

Targets	Strategies	Timescale	Responsibilities	Success Criteria/Evidence
To monitor the progress of those students who are identified as able, gifted and talented.	Regular review of the students who are identified as AGT by Principal and Head	Ongoing reviews	Principal Head Deputy Heads Subject Tutors	Students identified as AGT exceed average results. AGT students continue to make progress.

Long Term Action Plan

Targets	Strategies	Timescale	Responsibilities	Success Criteria/Evidence
To review the above short and medium term action plans on an annual basis.	As above.	Annual	Head Deputy Heads SENCo	All students make sufficient progress in their work.
To deliver the findings of our action plan to the Proprietor and Governors in the Governors meetings.	Report back during the Governors meetings	Termly	Head Deputy Heads SENCo	Governors are fully informed of the progress of students.

Aim 2: To ensure we meet all aspects of the ISI Regulatory Standard 212 (b)

Short Term Action Plan

Targets	Strategies	Timescale	Responsibilities	Success Criteria/Evidence
To ensure provision of teaching and learning resources for all students with any disabilities	To continue to ensure provision of materials in appropriate format for students with SEN/disabilities	Ongoing	Deputy Heads Subject Tutors Personal Tutors	Use of google classroom in all departments and subjects FAC media blog
To ensure that students with tinnitus can concentrate during exams	We have purchased a USB with headphones and music tracks which are uploaded by Owain for use in exams.	Ongoing from June 2017	Music Department Tutors Examinations Officer	Student(s) will be able to concentrate better during their exams.

Long Term Action Plan

Targets	Strategies	Timescale	Responsibilities	Success Criteria/Evidence
To review the above short term action plans on an annual basis.	As above.	Annual	Principal Head Deputy Heads SENCo Health & Safety Manager	All students with impairments or physical disabilities have access to the curriculum.

Aim 3: To ensure we meet all aspects of the ISI Regulatory Standard 212 (c)

Short Term Action Plan

Targets	Strategies	Timescale	Responsibilities	Success Criteria/Evidence
To review how we can assist parents with a physical disability	Ensure regular communication with parent. Offer to send written reports to parent if they are unable to attend parents' evenings. Or if preferred the Principal's office can be made available and the tutors will see the parents there.	Ongoing from December 2016	Principal Head Deputy Heads Admin Team	Successful communication in place with parents with a disability.

	Communicate with them via their preferred method for example by email, telephone.			
To ensure that we have an up to date emergency evacuation procedures.	To create and maintain a central folder with Personal Emergency Evacuation Plans (PEEP) which can be readily available to all students and staff.	Ongoing. Upon enrollment of a student we assess their need for a PEEP.	Health and Safety Manager	One central folder of PEEPs kept at reception.
To continue to improve the physical environment of the college so that students, staff or visitors with a disability have access to as many of the facilities as possible	The college will continue to take into account the needs of students, staff and visitors with any disability or impairment when planning and undertaking future improvement and refurbishments of the sites and premises	Ongoing	Principal / Head Governors	Improvements to the physical environment. Access to the new building at street level for students with an impairment or disability.
Ensuring students with a disability have access to the facilities they require to succeed in	To continue to include questions in the confidential medical questionnaire	Ongoing	Principal / Head SENCo Admin Team	Students with an impairment or physical disability have access to the full curriculum.

their education	which parents complete when their child enrolls at the college.		All staff	
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Medium Term Action Plan

Targets	Strategies	Timescale	Responsibilities	Success Criteria/Evidence
To ensure we share information with staff regarding students with an impairment or physical disability	Information collected regarding students from their completed medical forms, and recorded on ISAMs as well as in their student files.	Ongoing	Admin Team SENCo	All relevant staff are informed of disabilities of students that they teach.

Long Term Action Plan

Targets	Strategies	Timescale	Responsibilities	Success Criteria/Evidence
To review the above short and medium term action plans on an annual basis.	As above.	Annual	Principal Head Deputy Heads SENCo Health & Safety Manager	Any student with a disability has access to the relevant facilities so that their education is not disadvantaged due to their disability.

Appendix

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups, and the whole class?		
Are all pupils encouraged to take part in music, drama, and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils (for example, using lip-reading)?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experiences or understanding for disabled pupils who cannot engage in particular activities (for example, some forms of exercise in physical education)?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		

Section 2: Is your school designed to meet the needs of all pupils?

Question

Yes No

Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?

Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?

Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

Are areas to which pupils should have access well lit?

Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?

Is furniture and equipment selected, adjusted and located appropriately?

Section 3: How does your school deliver materials in other formats?

Question

Yes No

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

Do you have the facilities such as ICT to produce written information in different formats?

Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?