Holywell Primary School

Accessibility Plan

Status:	Statutory
Approval Body:	Governing Body
Review Frequency:	3 Years
Last Review:	November 2018
Next Review:	Autumn 2021

Holywell Primary School

Accessibility Plan

Vision Statement

Holywell Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

1.   Introduction

1.1   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 unlawfully discriminate against pupils because of sex, race, disability, religion or belief, sexual orientation or gender reassignment".

1.2   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.

1.3   The Accessibility Plan is listed as a statutory document in 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. The review process can be delegated to the Governing Body, an individual or the Head. At Holywell Primary School the Plan will be evaluated by the Governing Body.

1.4   At Holywell Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1.5   This Accessibility Plan should be read in conjunction with the following Holywell Primary School policies, strategies and documents:

- Behaviour Management Policy
- Health & Safety Policy
- Equality Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs and Disability Policy
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2.   Aims

Our aims are to:
- Increase the extent to which disabled pupils can participate in the school curriculum;
- Improve and maintain access to the physical environment;
- Improve the delivery to disabled pupils, staff, parents and visitors of written information. This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

3.   Purpose

3.1   The Holywell Primary School Accessibility Plan document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

3.2   The Accessibility Plan is structured to complement and support the school's Equality Objective, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

3.3   The Holywell Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

3.4   The Holywell Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

3.5   The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

3.6   Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for the Governing Body will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

4.   Training

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5. **Plan availability**

The Accessibility Plan will be published on the school website.

6. **Access Audit**

6.1 The school is comprised of a newer and older building. The newer building has several access points from outside. All access areas are accessible by wheel chair. Access is manageable into the older building with a wheelchair which gives access to the ground floor. In the event that a disabled pupil is unable to access the classrooms on the first floor, the school will give careful consideration to how this situation is managed.

6.2 On-site car parking for staff includes a dedicated disabled parking bay which is available for visitors. There are disabled toilet facilities available in both the older and newer buildings.

6.3 Some classrooms feature hearing loop facilities.

6.4 The school has internal emergency signage and escape routes which are clearly marked.

7. **Action Plan**

The Action plan will show:
- Allocation of lead responsibility;
- Allocation of resources;
- An indication of expected outcomes or performance criteria;
- Timescales.

8. **Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan

9. **Monitoring and Review**

9.1 The Accessibility Plan will be monitored by the Governing Body and reviewed every three years or earlier if considered necessary. The Action Plan will be updated annually.

9.2 The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Action Plan

Curriculum Access - Short term

Outcome Targets	Strategies / Main tasks	Responsibility of	Timescale	Cost implication	Monitoring	Success Criteria
All pupils have access to an appropriate curriculum.	Through daily plans, assessments and SEN support plans. Staff awareness of meeting individual needs.	Class teachers/Leader of Inclusion	Ongoing	INSET time	HT/Leader of Inclusion	All pupils have access to the curriculum and are making appropriate progress
Assessment practices recognise achievements of all children	All staff to be conversant with P scales	Assessment leader & Leader of Inclusion	Short term priority to be re-visited as part of induction	Mentoring meeting time	HT/Leader of Inclusion/Assessment Co-ordinator SEND Gov	Pupils are assessed and progress measured using appropriate measures.
SEND support record identify needs of individual children and plan modifications to the curriculum	Advisory Teachers to be involved in planning for pupils with auditory and visual impairment	Inclusion leader/ HT	In place and ongoing	Centrally funded	HT/Leader of Inclusion SEND Gov	Pupils identified as SEND receive individual modifications to curriculum Inclusion met all parents related to SEND three times a year Leader of inclusion to offer parents review sessions for pupils who have been identified as having Special education needs. Leader of inclusion to have progress meetings with teachers about the provision and progress of all SEND pupils.

Pupils with visual/perceptual impairments inc Dyslexia have access to the curriculum	Pupils placed near front of class Larger type used Coloured paper used where appropriate Use of ICT (large icons on desktop etc.) Information provided orally or on tape	Class Teachers SpLD Base Advisors	On going	Minimal reprographics cost within E19.	HT/Leader of Inclusion SEND Gov	All pupils have access to the curriculum and are making appropriate progress Training explored to help identify signs of dyslexia.
Pupils with hearing impairments have access to the curriculum Class lessons are accessible to hearing impaired children	Pupils placed near front of class Pupils spoken to directly Speech reinforced using facial expressions, signs or gestures Speech reinforced with visual back-up print, pictures, concrete materials Repeat other pupils' answers Rephrase or repeat words and phrases Use of microphones or personal amplification systems as needed	Class Teachers Leader of Inclusion County and local advisory teams SLT	Ongoing	NHS funded where necessary	HT/Leader of Inclusion SEND Gov	All pupils have access to the curriculum and are making appropriate progress

Outcome Targets	Strategies / Main tasks	Responsibility of	Timescale	Cost implication	Monitoring	Success Criteria
Pupils with speech and language difficulties have access to the curriculum	Pupils given time to process language and respond Ensure face to face and direct eye contact Use simple and familiar language and short concise sentences Avoid ambiguous vocabulary Reinforce speech with facial expression, gesture and sign Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials	Leader of Inclusion & Class Teachers Advisory team – Speech and Language	Ongoing	Meeting time with Speech and Language Therapist and Class Teacher or LSA	Leader of Inclusion Gov	All pupils have access to the curriculum and are making appropriate progress

All pupils included in all aspects of school life Pupils with SEND are fully involved at playtimes	All staff aware of vulnerable children Playground leaders aware of including all pupils.	DHT Leader of Inclusion	On-going		HT DHT Leader of Inclusion	All pupils are included in all aspects of school life All pupils are involved in play Attend school trips Take part in playtime
PE is accessible to all pupils	Review PE curriculum and planning to ensure differentiation for disabled pupils where appropriate. PE lessons differentiated to meet the needs of all pupils.	HT Leader of Inclusion Premier Sports Leader	On-going		HT Leader of Inclusion SEND Gov	All pupils have access to PE All expected to take part Lessons differentiated
School trips/visits /clubs accessible to all pupils	Assess pupils' needs for trips/visits/clubs. Assess new venues for suitability. Risk assessment to clearly indicate the support in place for pupils with specific needs.	Class Teacher	Ongoing		HT Leader of Inclusion	All pupils can access school trips/visits and clubs All expected to take part Accommodation made where needed

Physical environment - Short term

Outcome Targets	Strategies / Main tasks	Responsibility of	Timescale	Cost implication	Monitoring	Success Criteria
Review access needs of pupils, staff and visitors	Create access plans for individuals as required. Create procedure for asking visitors if they have any access requirements prior to visiting the school.	HT Leader of Inclusion Class Teachers School Office Manager	Ongoing		HT/Inclusion leader	All pupils, staff and visitors have full access to the school's buildings. Needs driven – Request received to host pupil with hearing impairment.
Ensure all pupils and adults can be evacuated safely	Create personal emergency evacuation plans for disabled pupils/staff as required. Create procedure for asking visitors if they require assistance should the fire alarm be activated. All staff to be aware of vulnerable pupils	HT Leader of Inclusion Class Teachers School Office Manager	Ongoing		HT	All pupils, staff and visitors are aware of procedures and are confident in them. Information requested and shared at Reception

Physical Environment Medium Term / Long Term

Outcome Targets	Strategies / Main tasks	Responsibility of	Timescale	Cost implication	Monitoring	Success Criteria
Pupils with hearing impairments are suitably catered for	Fully equip the school with Loop/sound system to meet the needs of hearing impaired pupils	Hearing loops/sound system installed as needed throughout the school	Need driven	Not yet known	SEND Gov	Equipment installed where needed and accessible by appropriate pupils Needs driven
Ensure classrooms are as accessible as possible to visually impaired children	Review appropriate colour schemes, signage and non-visual guides when refurbishing to benefit pupils with visual impairments	HT to seek advice from LEA sensory support service on appropriate colour and tactile non-visual signage	Ongoing	Not yet known	Leader of Inclusion SEND Gov	Accessibility of classrooms is appropriate for pupils with SEND Needs driven

Access to information - Short Term and Ongoing

Outcome Targets	Strategies / Main tasks	Responsibility of	Timescale	Cost implication	Monitoring	Success Criteria
All members of the Community have equal opportunities to access relevant information. Information in range of alternative formats when necessary	School makes itself aware of the services available through its LA for converting written information into alternative formats Bilingual teaching assistant translates newsletters	HT	Needs driven	Not yet known	HT Leader of Inclusion	Delivery of information to school community improved Correspondence translated if need be.

To be reviewed annually prior to re-publication of SIP in September