



Respect Responsibility Relationships

Hollydale School Accessibility Plan Policy

September 2017

Review date September 2020

Accessibility Plan Policy for Hollydale Primary School 2017 – 2020

Purpose of a Plan:

The purpose of this plan is to show how Hollydale Primary School intends, over time, to increase the accessibility of our school for disabled children.

This plan is drawn up in accordance with **Schedule 10 of the Equality Act 2010** which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a **'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'**

Legal Background:

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled eg handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Hollydale Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information:

The majority of the school building and playground is accessible for a person in a wheelchair. The only part of the building that is not suitable for wheel chairs is the upstairs, which has classrooms for years 4, 5 and 6. The upstairs is also used for a range of interventions.

The Current Range of Disabilities at Hollydale Primary School:

- The school has children with a range of disabilities, which includes Autistic Spectrum Disorder, Dyslexia and medical conditions. When children enter school with specific disabilities, the school contacts the LA professional advisors for assessments, support and guidance for the school and parents. We have a few children who have asthma and all staff is aware of these children. Inhalers are kept in the classrooms and a record of use is noted.
- Some children have allergies or food intolerances/cultural food choices.
- All medical information is collated and available to staff on the staff noticeboard which is on the back of the staffroom door.
- We have competent First Aiders who hold current First Aid certificates.
- All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. There is a locked fridge in the first aid room to store medicines which require refrigeration. The school has a medical needs policy and medication is given in accordance with this policy.

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and on-going consideration of existing and potential barriers to learning and to access to the school and to information and on-going engagement with parents.

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- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled eg? Handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Access to the curriculum and participation in school activities:

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

The school has already:

- Provided training and support for Teaching Assistants in supporting children on the autistic spectrum and for children with Speech and Language difficulties.

- Included in pre-visit for residential school journeys the discussion of provision for any pupils with a disability ensuring that these pupils can participate on the trips.
- Ensured all staff is aware of and able to use SEN software as appropriate.

During the 2017-20 the school plans to:

- To continue to train staff to enable them to meet the needs of children with a range of SEND
- To provide specialist equipment to provide participation in learning for all pupils
- To meet the needs of individuals during statutory end of Key Stage 2 tests

Access to the Physical Environment:

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community.

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The school has already:

- Ensured that all staircases have secure, easy to grip hand rails.
- Provided disabled access to the ground floor by installing a ramp to the main school entrance, including the main hall.
- Installed a disabled toilet and shower, external to the building.

During the 2017-20 the school plans to:

- Investigate impact of layout, environment and lighting on children with ASD or other additional need.
- Provide access for wheelchair users to the office and reception areas.
- Review and improve, where necessary, signage for people with a visual impairment

Access to Information

This involves improving the delivery of information to any member of the school community who has a disability.

The school has already:

- Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities.
- Ensured that signage for exits etc. uses non written symbols (such as running man) to clarify meaning

During the 2017-20 the school plans to:

- Replace the sound system in use for assemblies, presentations to parents and children's performances
- Produce newsletters in alternative formats, e.g. large print, on line according to need
- Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate

Further information and advice

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

| Access to the Curriculum 2017-2020 | | | | |
|---|--|--|--|--------------------------------|
| Area | Current Barrier | Objective | Actions | Time-Scale |
| ICT | ICT hardware and software is not always appropriate or accessible for pupils with a disability | To ensure that all pupils have access to appropriate equipment and software for their needs | To purchase suitable hardware e.g. keyboards and appropriate software to support the needs of pupils with a visual impairment | Autumn term 2018 |
| School trips | Some school trips may not always be suitable for pupils with disabilities | Ensure that consideration has been given to pupils with disabilities | To plan school trips which include all pupils and that a pre-trip visit includes careful consideration of provision for pupils in the class with disabilities. | When planning all school trips |
| Training: | Some staff may need further training on appropriate teaching methods for SEND children. | To continue to train staff to enable them to meet the needs of children with a range of SEND | Inclusion Manager to review the needs of children and provide training for staff as needed: | Summer 2018 |

Access to the physical environment

| Area | Current barrier | Objective | Actions | Timescale |
|---------------------------------------|---|---|---|--|
| Classrooms and corridors | Children with ASD may find aspects of the environment affect their ability to learn | Identify and seek to address those barriers to learning | Investigate the impact of layout, environment and lighting on children with ASD or other additional need. | Summer term 2018 |
| Offices and reception | The current office and reception area does not have access for wheelchair users | To provide full access for wheelchair users | Make changes to the reception and office area to provide access for wheelchair users | This will require planning and a timescale cannot be put in place presently. |
| Assembly hall and top corridor | Some signage is difficult for people with a visual impairment to read | Improve visibility of signage | Review and improve, where necessary, signage for people with a visual impairment | Immediate |

Access to Information 2017-2020

| Area | Current Barrier | Objective | Actions | Time-Scale |
|-----------------------------------|---|--|---|--|
| School hall | The sound system is unreliable and outdated which means that some children and parents may be unable to hear what is being said in assemblies and presentations | To enable all members of the school community to hear clearly in assemblies, presentations and school performances | Replacement of the sound system in the school hall | Provision to be made in budget for 2017-18. Estimates to be obtained |
| Communication with Parents | Some parents are not able to access the information sent out by school | To ensure that information the school provides is available to all parents in alternative formats, if necessary. | Written information will be provided in alternative formats. | Immediate: |
| Parents' Meetings | Parents/carers with disabilities are unable to access parents' evenings to discuss their children's progress. | To ensure that parents who cannot attend school, because of a disability can access parents' evening | Staff to hold parents' evenings by phone, or send home written information. | Termly: |