



## Accessibility Plan for Disabled Pupils

### **The Purpose of this Plan**

This plan shows how Holland Moor Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. It has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014. It also identifies the ongoing actions of the staff and Governing Body to ensure access to education for disabled pupils.

### **Definition of Disability (Equality Act 2010)**

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

### **Contextual Information**

The school is broadly on one level with all classrooms on the same level except for 2 key stage 2 rooms. At present we have one wheelchair dependant pupil, 2 parents and 0 members of staff.

### **Current Range of known disabilities**

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

We have a very small number of pupils and parents who have a hearing impairment or a visual impairment.

### **Areas of planning responsibilities**

1. Increasing access for disabled pupils to the school curriculum (this includes improvements to the physical environment of the school and physical aids to access education).
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.



## 1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to improve learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes.

It is core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation. Online learning available modules as required	ASD focus - 2017 Differentiation focus - 2018	Inclusion Manager - (NH)	Raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Assistant Head (AF)	All pupils in school able to access all educational visits and take part in a range of activities

## 2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the	To create access plans for individual	As required	Inclusion Manager	Support Plans in place for disabled



access needs of disabled pupils, staff, governors, parent/carers and visitors	disabled pupils as part of Support Planning process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	Induction and on-going if required		pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors	As required	Head/ Governors/ caretaker/ asset management	Access for all

Ensure access to reception area for all	Make repairs to allow entry for wheel chair users - repair to automatic doors	By 2019, when funds allow	Headteacher	Disabled parents/carers/ visitors feel welcome
Improve external and internal environment access for visually impaired people	Renew yellow strip make step edges Regularly replace broken blinds in classrooms and other spaces	On-going and as required	Headteacher	Visually impaired people feel safe in school grounds and in school buildings
Ensure all disabled pupils can be safely evacuated	Reinforce the system to ensure all staff are aware of their responsibilities in relation to disabled pupils	As required	Headteacher	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from LA HI and VI advisory teachers	Ongoing	LA HI and VI advisory teachers in conjunction with Inclusion Manager	All children have access to the appropriate environment

### **3. Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take



account of pupils' disabilities and pupils' and parents' preferred formats and be made available within reasonable timeframe.

<b>Targets</b>	<b>Strategies</b>	<b>Time-scale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms	During induction On-going Current		All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitability enlarged, clear print and use matt laminates for pupils with a visual impairment	As required	Office (CD)	Excellent communication. On-going appropriate use of resources
Ensure all staff are aware of guidance on accessible formats	Guidance of staff on dyslexia and accessible information	On-going	Inclusion Manager (NH)	Staff produce their own information
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	Inclusion Manager (NH)	Pupils and/or parents feel supported and included