

Hollinhey Primary School



Accessibility Plan

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| Prepared by: | Adopted by Board of Directors |
| CEO and Principal | **Spring 2023** |

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**Statement of intent**

All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

This plan outlines how Hollinhey aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

* Increase the extent to which pupils with disabilities can participate in the curriculum.
* Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
* Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

* Pupils’ parents.
* The principal and other relevant members of staff.
* Governors.
* External partners.
1. **[New]** **Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Human Rights Act 1998
* The Special Educational Needs and Disability Regulations 2014
* Education and Inspections Act 2006
* Equality Act 2010
* Education Act 1996
* Children and Families Act 2014
* The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
* DfE (2014) ‘The Equality Act 2010 and schools’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
1. **Roles and responsibilities**

The Trustees will be responsible for:

* Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
* Approving this plan before it is implemented.
* Monitoring this plan.

The principal will be responsible for:

* Ensuring that staff members are aware of pupils’ disabilities and medical conditions.
* Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
* Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
* Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO will be responsible for:

* Working closely with the principal and governing board to ensure that pupils with SEND are appropriately supported.
* Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the principal in relation to those needs as appropriate.

Staff members will be responsible for:

* Acting in accordance with this plan at all times.
* Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
* Ensuring that their actions do not discriminate against any pupil as a result of their disability.
1. **The Accessibility Audit**

The Principal and the Trust will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

* **Access to the curriculum** – the Trust will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
* **Access to the physical environment** – the Trust will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
* **Access to information** – the Trust will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Trust will consider all kinds of disabilities and impairments, including, but not limited to, the following:

* **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
* **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
* **Visual disabilities** – this includes those with visual impairments and sensitivities
* **Auditory disabilities** – this includes those with hearing impairments and sensitivities
* **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

# Planning duty 1: Curriculum

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|  | **Issue**  | **What**  | **Who**  | **When** | **Outcome** | **Review** |
| **Short term** | Staff members are not always immediately confident to teach and support disabled children / young people due to the increasing complexity of need for some children on entry to school. | On going audit of the curriculum and additional and specific training to be accessed when needed.  | Principal, teachers, SENCO  | Summer 2023 and on going | Staff members are trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability | Ongoing and Spring 2026 |
|  | Governors do not always understand their responsibility for disability equality and inclusion. | Source training for Governors through the trust. | Principle / TrustGovernors | By end of Autumn term 2023 | Governors have access to training on disability equality and inclusion. | Spring 2024 |
| **Medium term** | Positive images of people with different abilities are not always apparent in classrooms and around school. | Look to source additional images that reflect a range of children/adults. | SLTSENCO  | By Spring 2024 | School environment and curriculum reflects positive images of people with different abilities. | Ongoing and Spring 2026 |
|  | There is not a named Governor with responsibility for disability awareness and inclusion. | Look for the Trust to include a Governor role for each school.  | Principle/TrustGovernor | By Spring 2024 | A Governor takes particular interest in, and responsibility for promoting disability awareness and inclusion. | Spring 2026 |
| **Long term** | Pupils with SEND are currently accessing lessons through a variety of additional technology that will need a commitment to upgrade and replace when needed.  | Ongoing provision of tablets and other adjustments for pupils with SEND  | Principal, ICT manager, SENCO  | Ongoing – probably starting from Autumn 2023 | Pupils with SEND can access lessons  | Ongoing and Spring 2026 |

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# Planning duty 2: Physical environment

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|  | **Issue**  | **What**  | **Who**  | **When** | **Outcome** | **Review** |
| **Short term** | Management does not always know immediately if the school’s physical environment is accessible due to the increasing complexity of need for some children on entry to school. | Audit of physical environment as children enter school with a disability. | PrincipleSENCOSite Maintenance Officer | Summer 2023 and on going | School is aware of accessibility barriers to its physical environment for any individual children who need adaptations in addition to what is already available and will make a plan to address them | Ongoing and Spring 2026 |
| **Medium term** | Learning environment of pupils with visual impairments may potentially not be accessible  | Incorporation of appropriate colour schemes when needed. | PrincipleSENCOSite Maintenance Officer | Summer 2023 and on going | Learning environment is accessible to all pupils with visual impairments  | Ongoing and Spring 2026 |
| Upper Key Stage 2 toilets could have improved accessibility. | Handrails installed as part of the Key Stage 2 toilet refurbishment. | PrincipleSENCOSite Maintenance Officer | Autumn 2024 | Access to upper Key Stage 2 toilets is increased | Spring 2026 |
| **Long term** | Emergency and evacuation system are not set up with both auditory and visual components.  | Emergency and evacuation system purchased to ensure safety for any child or adult with a disability.  | Principle/TrustSBM/building contractors | Summer 2026 | All alarms have both auditory and visual components.  | Spring 2026 |

# Planning duty 3: Information

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|  | **Issue**  | **What**  | **Who**  | **When** | **Outcome** | **Review** |
| **Short term** | Information for groups may not always presented in a way which is user friendly for people with disabilities. | School is aware of any parents who may require additional access arrangements for group presentations and make additional arrangements to ensure inclusivity.  | PrincipleSENCOTeachers  | Summer 2023 and ongoing | School presentations / information evenings and events are accessible for all. | Spring 2026 |
| School is not always familiar with technology and practices developed to assist people with disabilities.  | Schools seeks advice from external advisors eg Ot, Speech and language, hearing and visual impairment services. | PrincipleSENCO | Summer 2023 and ongoing | School is aware of local services for supporting with technology and new practices. | Spring 2026 |
| **Medium term** | Written information is not accessible to pupils with visual impairments  | Provide written information in alternative formats when needed.Incorporate appropriate colour schemes when refurbishing and install window blinds | PrincipleSENCO | Summer 2023 and ongoing | Written information is fully accessible to children with visual impairments  | Spring 2026 |
| **Long term** | School website is not accessible to children with SEND | Audit of website  | PrincipleSENCOICT manager | Summer 2024 | Website is fully accessible  | Autumn 2024 |

 

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**AUDITS & ACTION PLANS**

**Access Audit**

**Date: 2/3/23**

**Lead member of staff: Sarah Clough**

**Section 1** **The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.**

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| **Statement** | **Fully** | **Partly** | **Not** | **Plan Prompt / Evidence** |
| Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability. |  | **x** |  | **Additional training needs to be accessed when applicable.** |
| All school staff and the governors have had access to training on disability equality and inclusion. |  |  | **x** | **Training to be sourced.** |
| We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people. | **x** |  |  |  |
| Positive images of people with different abilities are apparent in the classrooms and the school generally. |  | **x** |  | **Some images. Look to source some additional ones.** |
| Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people. | **x** |  |  |  |
| Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability. | **x** |  |  |  |
| When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment. | **X** |  |  |  |
| Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties. | **X** |  |  |  |
| When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising brailling, touch screen, assistive technology. | **X** |  |  |  |
| The provision of laptops or e-devices are considered to aid recording and / or communication. | **X** |  |  |  |
| School visits are subject to a regular review to ensure increased levels of access or alternative experience. | **X** |  |  |  |
| The school links with other schools to share good practice. | **X** |  |  | **Through SENCO cluster** |
| Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension. | X |  |  |  |
| Access Arrangements are used when appropriate to support children / young people with accessing assessments. | **X** |  |  |  |
| The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc. | **X** |  |  |  |
| A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion. |  | **x** |  | **Need to add as focus to SEND Gov role?** |

**Section 2:** **Physical Environment**

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| **Statement** | **Fully** | **Partly** | **Not** | **Plan Prompt** |
| The size and layout of areas allow access for all children / young people, including wheelchair users. | **x** |  |  |  |
| In considering the school budget there is a clear plan to improve access and resources for those with a disability. |  | **x** |  | **When needed** |
| There is a plan which shows priorities for major and minor works, costed and included in the Academy Improvement Plan. | **X** |  |  |  |
| The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities. | **X** |  |  |  |
| Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components. |  |  | **x** | **Nothing in place for evacuation/lockdown. No visuals with fire alarm.** |
| Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants. | **X** |  |  |  |
| With regards to *‘Supporting pupils at school with medical conditions (2014)’,* there is a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.  | **X** |  |  |  |
| Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available. | **xx** |  |  |  |
| There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to. | **X** |  |  |  |
| Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom. | **X** |  |  |  |
| The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties, or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability. | **x** |  |  |  |

**Section 3**: **Access to information**

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| --- | --- | --- | --- | --- |
| **Statement** | **Fully** | **Partly** | **Not**  | **Plan Prompt** |
| Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.  | **X** |  |  |  |
| Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams. |  | **x** |  | **Need to know who needs access arrangements from parent population.** |
| ICT facilities are used to produce written information in different formats as appropriate. | **X** |  |  |  |
| Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors… | **x** | **x** |  | **Doing okay but always need to learn more.** |
| There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability. | **x** |  |  |  |