

Hollingwood Primary School

Accessibility Plan



Last updated: September 2024

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Statement of intent

This plan outlines the proposals of the governing body of Hollingwood Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

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

- Monitor recruitment procedures to ensure that persons 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 the:

- Parents of pupils
- Headteacher and other relevant members of staff
- Governors
- External partners

Signed by:

Signed R Vodden-Page

Chair of Governors

Date 6.9.24

Signed C Stewart

Headteacher

Date 6.9.24

Next review date: September 2025

Planning duty 1: Curriculum

The governing body has undertaken an audit to ascertain the degree to which pupils with disabilities are able to access the curriculum. This has been done via pupil interviews and questionnaires and discussions with parents.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Ensure that information provided to school enables careful planning to be carried out in advance of new starters coming into school	Carry out home visits at each transition phase involving teaching staff and the CFSW Collect information to inform planning Signpost families to correct services	Class teachers Child and Family Support Worker	Transition points – particularly June/July and early September	Children who are new to school will have their needs met on entry. Barriers to learning will have been planned for	Summer 2024
	To establish close liaison with agencies who support for health and care needs. Ensure that Healthcare plans are regularly updated	Health care plans to be reviewed and updated very June/July by the CFSW to ensure that they reflect an accurate picture of the child's needs.	CFSW	June/July annually	The collaborative approach taken will lead to all necessary staff being properly trained and able to deliver/ support the care needs of the child	Summer 2024
	All children are entitled to a full and broad curriculum. Without this, children will be denied fair access	Provide; <ul style="list-style-type: none"> • A differentiated curriculum • The use of P levels to assist in the assessment of pupils with SEND • Ensure that staff are trained in effective interventions • Use multimedia activities to support learning styles 	SENCo SLT	Ongoing	Lessons will incorporate to key actions. There will be breadth and balance and children will be offered different media to stimulate learning	Summer 2024
	Review all statutory polices to ensure that they reflect inclusive practice and procedure.	SLT to review checklist and ensure appropriate cross referencing and version numbers	SLT including SENCo	September 2019	All policies will be updated and reflect the Equality Act	Summer 2024

Medium term	Tracking of SEND pupils and regular reviewing of their needs should be developed	SENCo and class teacher to carry out termly reviews Scrutiny of test data and TA to be carried out regularly Regular liaison with parents	Teachers/SENCO	Sept 2019 and ongoing	Assessment data will be clearly and accurately reported upon to SLT and governors. Analysis will be fed into School Development Plan	Summer 2024 and ongoing
Long term	Children with SEND should be able to discuss their learning styles and preferences Ensure that children with additional needs are equipped with appropriate equipment	The school will provide full access to all aspects of the curriculum (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier • Sticky keys for disabled users • ECaT training • Positive images displayed The school will provide any necessary equipment to enable the pupil to complete tasks in school	Headteacher/ICT Manager/SENCO	Autumn 2020	Pupils with SEND can access lessons	Summer 2024

Planning Duty 2 – The Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	To improve the physical environment of the school	The school will take account of the needs of pupils, staff and visitors with physical or sensory impairments when undertaking future improvements or refurbishments of the site and premises	Building surveyors will support staff and governors to make decisions about alterations	Ongoing	School is aware of accessibility gaps to its physical environment, and will make a plan to address them	Summer 2024
	Ensure that the environment supports the needs of pupils with ADHD and those with dyslexia	Use of yellow paper and screens for dyslexics, to be found in classrooms where appropriate.	SENCo	Ongoing	The environment will support the needs of the currently prevalent group of pupils with ADHD and those requiring support for dyslexia	Summer 2024

	Pupils with SEND need access plans to ensure that they can fully access learning	Undertake a confidential survey of staff and governors to ascertain access needs. Include questions in the pupil questionnaire to ensure that access is considered	SENCo and CFSW	Ongoing	Staff, pupils, visitors will have had opportunity to share their access needs and reasonable adjustments will be made.	Summer 2024
Medium term	Ensure that pupils with medical needs have their needs met	Carry out surveys and questionnaires and identify any training needs	Head teacher to direct CFSW	Ongoing	Pupil specific needs are planned for with effective training and development	Summer 2024
	Ensure that disabled parents have every opportunity to be involved in school activities and events	<ul style="list-style-type: none"> • Utilise disabled parking spaces • Arrange signing assistants for parents who are deaf • Offer telephone calls home for parents who need letters explained 	Head teacher	Ongoing	Visitors to the school will feel that they have safe access to the building and are able to access the required information	Summer 2024
Long term	Develop the grounds so that pupils with sensory and physical disabilities can access play	Plan for play provision such as the trim trail and sensory garden to include aspects which take account of need	Consult with surveyor and contractors as required	As and when required	Pupils will benefit from a range of play opportunities	Summer 2024

Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Ensure that parents with sensory impairments have access to information	Use signing support assistants or interpreters where necessary to ensure that information	Head teacher to arrange in liaison with admin staff and SSEN service	As and when necessary	Parents with sensory impairment will feel fully included in meetings, events and activities held in school	Summer 2025
	Ensure that pupils with communication difficulties such as ASD and ADHD have access to information	Develop multi-sensory teaching styles. Ensure that timetables and changes to events are communicated with notice Give clear reasons for changes in advance	Class teachers and SENCo	As and when necessary	Pupils with communication and language difficulties will	Summer 2025

Medium term	Improve access to written information for staff, governors, pupils and parents	Audit signage around school to ensure that that it is accessible and easy to understand	SENCo and SLT	Ongoing	Parents and visitors will say that their needs have been met and that they have been well communicated with	Summer 2025
Long term	Improve record keeping ensuring that awareness of disabilities and difficulties is shared annually and that records on Integris are properly maintained	Information collected about new children to include; records passed to new teacher, learning journeys, meetings recorded, medical forms updated annually, PEPs recorded, Healthcare plans recorded and review dates given Photos of children with significant health problems including allergies to be displayed	CFSW And SENCo	By Summer 2020	Records will be accurately maintained and regularly reviewed. Additional information such as review dates and prompts for reviews will be given	Summer 2025

