



Holland Moor Primary School



School Accessibility Plan including Accessibility for Disabled Pupils

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 [SENDA]. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

Our building should be well designed to meet the needs of disabled pupils:

- Most classrooms are on a single floor;
- use of these classrooms can be rotated to meet pupil's needs;
- all but 2 public-access rooms, including front and back entrances, toilets, library and hall are on the ground floor, with no steps;
- we have 3 disabled toilets.

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 "they have a physical or mental impairment that has an adverse, substantial and long-term adverse effect on their ability to carry out normal day-to-day activities".

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

1. compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;



2. the school recognises its duty under the DDA [as amended by the SENDA]:
 - not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services,
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at substantial disadvantage
 - to publish an Accessibility Plan.
3. in performing their duties, governors and staff will have regard to the DRC code of Practice [2002].
4. the school recognises and values parents / knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents and child's right to confidentiality.
5. the school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and encloses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

Contextual Information

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

Activity

Holland Moor has identified the following points for action as part of its School Improvement Plan in order to achieve the key objective;

A] Delivery of the curriculum

School staff to receive training in making the curriculum accessible to all pupils and to be aware of its importance.



The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors / advisors, and of appropriate health professionals from the local NHS Trusts.

In particular:

Identify pupils who are underachieving: Implement PAT. Implement new recording and target setting procedures, analyse data regularly, introduce appropriate intervention strategies. Revise staffing to facilitate small group work. Record and monitor progress against targets set. Records to be scrutinised by assessment team.

Monitor uptake of extra-curricular activities by pupils with SEN/disabilities: Maintain list of all pupils taking part in ECAs. Monitored by Headteacher.

Liaise with other agencies re stated pupils access to the curriculum: Full risk assessments completed before all educational visits – liaise with venues re adaptations. Provide extra staff support for all vulnerable pupils. Discuss expectations with pupils prior to visits. Educational visits co-ordinator to monitor.

Actively encourage disabled parents to fully participate in school life – ensure that staff are available if necessary to discuss issues with parents. Ensure that parents' needs are met. Encourage all parents to be involved in governing body and FHM. Headteacher to monitor.

Improve KS2 outside play areas.

All staff to participate in accessibility training through in-service and attending outside agency training.

Training for all staff on improving pupil access to the curriculum.

B] Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Improve the physical environment to meet the current and anticipatory needs of pupils : identify need for improved disabled access and security at the front of school – new entrance planned. Liaise with parents of any pupils with disabilities re accessibility.

To improve the disabled toilet provision.

Audit of foundation stage physical environment and to improve accessibility.

Increase knowledge and competence in handling techniques for children with physical disabilities.



Increase pupils awareness of disability issues.

Improve outside play areas to meet the needs of all children.

Create two designated disabled parking bays in the front main car park.

Create a wildlife garden which is accessible to all.

To audit all teaching/ non-teaching areas on the basis of recommendations made by accessibility team.

To provide a fully accessible site for all pupils, including facilities to aid their physical capabilities through PE.

Review position of bollards.

Ensure appropriate signage on site.

Clean and ensure all paving suitable and level.

Split level reception counter.

Height of door handles to be adjusted.

Two doors to be widened.

C] Provision of information in other formats

The school is aware of local services, including those provided through the LA for providing information in alternative formats when required or requested.

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 adaptive teaching within the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and adaptive teaching. Online learning available modules as required	ASD focus – Summer 2025 Adaptive teaching focus – Summer 2025	Inclusion Manager – (NH)	Raised staff confidence in strategies for adaptive teaching and increased pupil participation
Use ICT software to support learning	Make sure software installed where needed	As required	Kimberley MacDonald & 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	Brendan Cooke	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 access needs of disabled pupils, staff,	To create access plans for individual disabled pupils as part of	As required Induction and on-going if required	Inclusion Manager	Support Plans in place for disabled pupils and all staff aware of pupils



governors, parent/carers and visitors	Support Planning process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process			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
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	LK 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.



Targets	Strategies	Time-scale	Responsibility	Success Criteria
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

This plan will contribute to the review and revision of related school policies e.g.

- School improvement plan
- Staff development plan
- SEN policy
- Equal opportunities policy
- Curriculum policy