



HOLLYBUSH PRIMARY SCHOOL

Special Educational Needs and Disability - Accessibility Plan

At Hollybush Primary School we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Over time, we aim to ensure that the school is accessible to all.

An accessibility plan will be drawn up to cover a three year period and will be updated annually as needed. This accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

There are three key areas covered by the accessibility plan, which are as follow:

- **Physical Accessibility:** improving access to the physical environment of the school.
- **Access to the Curriculum:** making reasonable adjustments to ensure that all pupils can access all areas of the curriculum, including the provision of specialist aids and equipment if needed.
- **Access to written information:** making adjustments to documents such as policies, timetables, newsletters, etc. to ensure that all stakeholders can access the appropriate information. On request, information will be made available in a preferred format within a reasonable time frame.

Physical Accessibility

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	To ensure that IEPs contain information and support strategies about access for disabled pupils on a case-by-case basis. Be aware of staff and governors' access needs and meet as appropriate.	As required - when new pupils with disabilities are admitted to school. Recruitment and induction process; ongoing as required.	SENCo and class teacher (in conjunction with any external professionals (e.g. physiotherapist). Headteacher	IEPs in place for disabled pupils and all staff are aware of pupils' needs. All staff and governors can access the school confidently; access issues do not influence recruitment and retention procedures. Parents have full

	Through discussions and newsletters, find out any specific access needs of parents and carers.	Annually; as new families are admitted into school.	Headteacher	access to all school activities.
The layout of the school will allow access for all pupils to all areas.	Ensure new building design allows access to all areas during the school's expansion to three form entry.	Throughout planning process; ongoing during building work (Jan 2016 onwards).	Headteacher; Governors.	New areas of the building are accessible to all; existing building remains accessible to all.
Ensure all disabled stakeholders can be safely evacuated from the building if needed.	Implement Personal Emergency Evacuation Plans (PEEP) for any pupils with disabilities and involve any staff members who need to be aware of these plans.	As needed and updated annually.	SENCo; class teachers; TAs	All pupils are able to be safely evacuated in the event of a fire. All members of staff are aware of their responsibilities during an evacuation.
	Make adjustments to ensure that any members of staff with disabilities can be evacuated from the building safely and in a timely manner (e.g. a pager for a staff member with a hearing impairment).	As needed	Headteacher	All staff members are able to be safely evacuated in the event of a fire.
	Fire escape routes are kept clear and can be accessed by wheelchairs.	Ongoing	Site Manager; headteacher; class teachers.	
Ensure disabled visitors are able to access the	Disabled car parking spaces are available and	Considerations to be made during planning process.	Headteacher; governors; site manager.	Disabled visitors can park in the school car park

building.	<p>the number of spaces meets legal requirements (including when addition parking is created during the school expansion).</p> <p>Wheelchair users are able to access the main reception area of the school easily.</p>	Ongoing; to be considered during any redesign work.	Headteacher; governors; site manager.	<p>easily.</p> <p>Disabled visitors are able to access the building easily and feel welcome.</p>
Information will be gathered about new pupils and any disabilities that they may have when starting school.	<p>Admissions forms will ask parents about their children's needs.</p> <p>Information about pupils with disabilities will be passed on to the SENCo and headteacher as soon as it is known so that reasonable adjustments can be made.</p>	<p>Annually for nursery and reception; ongoing for new admissions.</p> <p>As needed.</p>	<p>Administrative staff.</p> <p>Administrative staff; SENCo; headteacher</p>	Children with disabilities will be able to access the building safely and effectively when starting school.

Access to the Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase staff confidence in differentiating the curriculum and including pupils with disabilities in all areas of the curriculum.	<p>Arrange whole staff training on inclusion.</p> <p>Liaise with external professionals and organise training on specific needs and disabilities (e.g. epipen training for an</p>	<p>Ongoing and as needed.</p> <p>As needed.</p>	<p>SENCo; CPD coordinator</p> <p>SENCo</p>	<p>Raised staff confidence in strategies for differentiation; increased pupil participation.</p> <p>Appropriate support and resources in place to allow pupils with</p>

	<p>epileptic child) for the appropriate staff members when new children are admitted to school.</p> <p>Create IEPs for children with disabilities that are shared with all agencies involved with the child.</p>	As needed.	SENCo; class teachers.	<p>specific needs to access the curriculum fully.</p> <p>Disabilities or additional needs do not act as barriers to curriculum access due to increased staff knowledge and understanding.</p>
Purchase/install ICT software to support learning and access for pupils with disabilities.	Make sure ICT software is available and working where needed.	As needed.	SENCo; ICT Technician	Children who require support from ICT resources have access to them readily and can access the curriculum fully.
All educational offsite visits will be accessible to all pupils.	<p>Class teachers to be aware of the needs of pupils in their class at the start of each year to enable them to make reasonable adjustments to visits in advance.</p> <p>All new venues for educational visits will be contacted and visited by a member of staff prior to the trip taking place.</p> <p>Reasonable adjustments will be made to allow all pupils to travel to an offsite location safely (e.g. provision of minibus travel for a disabled child who is unable to</p>	<p>Annual handover meetings (July); ongoing with new admissions.</p> <p>As needed</p> <p>As needed.</p>	<p>SENCo; class teachers.</p> <p>Visit leaders</p> <p>Class teachers; SENCo; qualified minibus drivers</p>	All pupils are able to participate fully in all offsite visits.

	walk to a local venue).			
Review the PE curriculum to ensure that it is accessible to all pupils.	Gather information on PE accessibility. Purchase specialist equipment to enable pupils with disabilities to access PE and sport for individual pupils if suggested by other agencies. Invite disabled sports people as role models in to school.	Ongoing As needed. As available	PE leader PE leader; SENCo PE leader	All children are able to access the PE curriculum fully and feel able and inspired to succeed.
Information will be gathered about new pupils and any disabilities that they may have when starting school.	Admissions forms will ask parents about their children's needs. Information about pupils with disabilities will be passed on to the SENCo and headteacher as soon as it is known so that reasonable adjustments can be made.	Annually for nursery and reception; ongoing for new admissions. As needed.	Administrative staff. Administrative staff; SENCo; headteacher	Children with disabilities will be able to access all areas of the curriculum when starting school.

Access to Wider Policies and Information (including admissions)

Target	Strategies	Timescale	Responsibility	Success Criteria
Review and improve the accessibility and clarity of information provided to parents.	Provide information and letters to parents that are written clearly and do not use a lot of jargon. Provide support to parents who wish	Ongoing As needed	Headteacher; class teachers; administrative staff. Administrative staff	All parents receive appropriate information about school in a form that is accessible to them. Parents feel

	<p>to access school information.</p> <p>Offer support to parents when filling out school forms.</p> <p>Ensure any documents found on the school website are available in different formats if requested.</p>	<p>As needed</p> <p>As requested; information requested provided in the required format with one school week of the initial request</p>	<p>Administrative staff</p> <p>Administrative staff; LA</p>	<p>supported by school and happy with the help they receive.</p> <p>Communication between parents/ carers and school is effective.</p>
<p>Ensure that the delivery of written information to pupils is provided in an appropriate format.</p>	<p>Seek advice from other agencies about the provision of resources in different formats.</p> <p>Create IEPs that outline the required format for the presentation of written information for disabled pupils.</p>	<p>As needed.</p> <p>As needed,</p>	<p>SENCo; LA</p> <p>SENCo</p>	<p>Disabled pupils are able to access the same written information as their peers.</p>