



# HOLLINGWOOD PRIMARY SCHOOL

## Disability Accessibility Plan

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had two key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat pupils with disabilities less favourably;
- To take reasonable steps (the reasonable adjustment duty) to avoid putting pupils with disabilities at a substantial disadvantage.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Improving the physical environment of school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.
- Increase the extent to which pupils with disabilities can participate in school curriculum.
- Improve the delivery of information to pupils with disabilities.

### Definition of Disability

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

### Areas of Planning Responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of the school and physical aids to access education.
- 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.

### Contextual Information

The school building has been in existence as a First School since the 1970's and became a Primary School in the 1999 reorganisation. The school is predominantly all on one level, with one intervention space being on the first floor. There is access to all classrooms via external and internal doors. There is disabled access into school at three points, two into the main school building and one into Nursery. Since becoming a primary school various modifications have been made to the building to improve access for all:

- Concrete ramps attached to some classroom doors to enable wheelchair access
- A toilet for disabled
- A hygiene room with changing facilities, hoist and toilet

At present we have no wheelchair dependent pupils, parents or members of staff. We do have pupils with a range of disabilities. We also have a small number of pupils who have hearing impairments and also a child and a parent with visual impairments.

## Increasing Access for Disabled Pupils in the Curriculum

Improving teaching and learning lies at the heart of the school's work.

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

We aim to meet every child's needs within mixed ability, inclusive classes. It is a 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	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access.	On-going and as required.	SENCo Deputy Head Lead Teachers	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues appropriate to need.	Be aware of staff training needs. Staff access appropriate CPD.	As required	SENCo Deputy Head	Raised confidence of support staff.
Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual education plans for disabled pupils which describe needs when required. Information sharing with all agencies involved with child.	As required	SENCo	All staff aware of individual's needs.
Use ICT hardware and software to support learning.	Make sure software installed/available where needed.	As required	SENCo ICT	Wider use of SEN resources in the classroom.
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	Head SMT	All pupils in school able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	As required	PE Co-ordinator	All to have access to PE and be able to excel.

## Improving access to the physical environment of the school and physical aids to access education

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupils as part of the IEP process when required.	As required.	SENCO	IEPs in place for disabled pupils and all staff aware of pupils needs.
	Be aware of staff and governors access needs and meet as appropriate	Induction and on-going if required.	Head	All staff and governors feel confident their needs are met.
	Find out the access needs of parents/carers through confidential record sheet.	Annually	Senior Assistant Head	Parents have full access to all school activities.
	Consider access needs during recruitment process.	Recruitment process.	Head	Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas.	Consider need of disabled pupils, parents/carers or visitors when considering any redesign.	As required.	Head Governors Site Manager	Re-designed buildings are usable by all.
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	As required	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire.
	Develop a system to ensure all staff are aware of their responsibilities.	Each Sept	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to IT equipment.	Alternative equipment in place to ensure access to all hardware.	On-going and as required.	ICT	Hardware and software available to meet the needs of children as appropriate.
	Liaise with HI on information with regard to the hearing impaired pupils.	Software may be required.	ICT	
Ensure hearing equipment in classrooms to support hearing impaired.	Seek support from LA teacher of the deaf on the appropriate equipment.	Ongoing. (regular visits by teacher of the deaf)	SENCO	All children have access to the equipment.
All fire escape routes are suitable for all.	Make sure all areas of school can have wheelchair access.	On-going and as required and as appropriate.	Site Manager	All disabled staff, pupils and visitors able to exit safely and independently.
	Exit routes visual check	Weekly	Site manager	

## 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. Examples might include hand outs, 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 a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English.	On-going	All Staff	All parents receive information in a form that they can access.
	School office will support and help parents to access information and complete school forms.	On-going	Office staff	
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information.	On-going	SENCo	Staff to produce their own information.
Annual review information to be as accessible as possible.	Develop child friendly IEP review formats.	On-going	SENCo	Staff more aware of pupils' preferred method of communications.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible.	As required.	SENCo	Pupils and/or parents feel supported and included.

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