

# Holgate Primary School & Nursery Sutton Road Primary School

## ACCESSIBILITY PLAN

February 2021



At the schools within our collaboration, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

- P= personal**
- R= responsibility**
- I = in**
- D= delivering**
- E= excellence**


Frequency of Review: Every three years

Reviewed and Approved by: The Combined Committee of the Governing Body

Date: February 2021

Date of Next Review: Spring 2024

Reviewer: Sally Harvey - Executive Inclusion Leader

Signed:  (Chair of Governing Body) Date: 08/03/2021

## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements .....	6
5. Links with other policies .....	6

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our aims are:

- to create an environment to enable each child to develop their full potential by providing reasonable adjustments.
- to aim to provide identification and assessment of children with special educational needs;
- to value their strengths;
- to promote success and positive outcomes in the wider areas of personal and social development whilst setting ambitious and aspirational targets
- to identify the roles and responsibilities of all concerned in providing for children's special educational needs making clear the expectations of all partners in process;
- to enable all children to have full access to all elements of the school curriculum wherever possible.
- to provide high quality teaching that is differentiated and personalised to meet the individual needs of children and young people.

### Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeding schools or early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by the Senior Leadership Team (SLT), Inclusion Team, class teachers and support staff which will help to ensure that each child is able to reach their full potential through aspirational target setting and high expectations.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Inclusion Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information three times yearly on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular opportunities for discussions between pupils and their teacher, support staff or Inclusion Team because pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life as a whole e.g. Assessment for Learning (AFL), pupil forums, pupil questionnaires, TEAMS feedback, target setting and reviews ie EHC, EHAF, Multi Agency Meetings (MAM).

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

## 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action Plan

## Accessibility Action Plan 2021 -2024

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Actions to be taken	Date	Lead staff	Success criteria
To increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>▪ Our school offers a differentiated curriculum for all pupils.</li> <li>▪ We use resources tailored to the needs of pupils who require support to access the curriculum including specialist equipment and resources as appropriate.</li> <li>▪ Curriculum resources include examples of people with disabilities.</li> <li>▪ Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>▪ The curriculum is reviewed to ensure it meets the needs of all pupils.</li> </ul>	<p>Deliver CPD for the staff team to curriculum access, depending on the needs of the staff and pupils.</p> <p>Seek additional guidance from specialist agencies (PDSS, SFSS) in order to arrange curriculum for maximum benefit to the relevant pupils</p>	Ongoing	<p>Inclusion Leaders</p> <p>Senior Leaders</p>	<p>Staff have an increased confidence in strategies for differentiation and increased pupil participation.</p> <p>Pupils with disabilities are able to access all learning environment more effectively</p> <p>Specialist resources are in place and used regularly to support the delivery of the curriculum.</p>
Curriculum delivery/ delivery of materials in other formats	<ul style="list-style-type: none"> <li>▪ PPP targets used by staff and understanding of additional time requirements in practical work understood and planned for – appropriately challenging targets set for each pupil</li> <li>▪ Use of IWB promoted for visual ease. Copies of slides and diagrams available to pupils</li> <li>▪ Liaison with Secondary schools to ascertain requirements of rising Year 6 pupils during transition</li> <li>▪ Liaison with LA and appropriate external agencies and partner special schools for assistance with producing alternative document formats</li> <li>▪ School to produce large print documents as and when required</li> <li>▪ School to provide overlays and sloped writing frames for children with visual disturbances, dyslexic tendencies</li> <li>▪ School to seek advice from the Visual Impairment team (SFSS) for pupils who present as having a visual impairment</li> </ul>	<p>SEN information available to all staff and further training on implementation and differentiation of curriculum required through CPD time</p> <p>The school can provide written information in alternative formats using Communicate In Print, EAL translation websites, etc</p> <p>Use of identified shade of paper for Dyslexic and Visually Impaired pupils</p> <p>Coloured overlays used by pupils where relevant</p> <p>Advice sought implemented and reviewed for individual children as appropriate</p>	Ongoing	<p>Inclusion Leaders</p>	<p>Staff meetings on aspects of SEN scheduled for 2021-2024</p> <p>Information sharing supports new staff on induction.</p> <p>Pupils with SEN are able to access curriculum more effectively</p> <p>Delivery of information to pupils with SEN, parents, carers, staff and other stakeholders is accessible</p>

Pupils with medical needs are fully supported	<ul style="list-style-type: none"> <li>Staff are trained in the administration of gastronomy and medicines</li> </ul>	Provide training in the use of the Epi-Pen, insulin and in administering of gastronomy and medicines	Ongoing	Senior Leaders	All staff receive the training identified and feel confident in the administration of medicines including epi-pen's, gastronomy and insulin.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>Ramped access</li> <li>Elevators</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets with adaptations on handrails and lever taps and includes changing facilities</li> <li>Signs clear and understandable for visually impaired</li> <li>Maintain external lights</li> <li>Undertake full audit of school site and buildings</li> <li>Personal Emergency Evacuation Plans (PEEPS) are written and reviewed for stakeholders that become or have a physical impairment.</li> </ul>	<p>Additional signs to be introduced where appropriate taking into account appropriate colour schemes/size , etc</p> <p>Improved access to all school buildings for Wheelchair users to be maintained</p> <p>Maintain increased visibility/safety</p> <p>Identification of obstacles</p> <p>Writing of PEEPS to be ongoing as necessary</p>	Ongoing	Senior Leaders Site staff	<p>Routes across site are clear, safe and visible</p> <p>All ground floor teaching areas accessible</p> <p>Accessibility plan reviewed annually by Inclusion Team / Site Manager / Pupils</p> <p>Disabled unisex toilets available for all relevant pupils in each building and fully accessible washing facilities in identified toilets.</p> <p>Effective PEEPs are in place and reviewed regularly for all identified stakeholders.</p>
Training for support staff including MDSA's	<ul style="list-style-type: none"> <li>Training sessions delivered by Inclusion Team or external agencies</li> <li>Regular upgrades on changing needs and/or of new pupils</li> </ul>	To continue to raise awareness of the needs of specific pupils: Play, Handling, ASD, Gastronomy etc	Ongoing	Inclusion Leaders Senior Leaders	Support staff have an understanding the needs of pupils and have strategies to deal with each individual pupil
All educational visits to be accessible for all pupils	<ul style="list-style-type: none"> <li>Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness</li> <li>All educational visits/ after school activities are assessed and costs are considered for accessibility including for accessible transport</li> <li>Please refer to Educational Visits folder and Evolve Coordinator</li> </ul>	Review each visit to ensure improved access to disabled pupils and staff	Ongoing	Education visit coordinator Class teachers	<p>EVOLVE form and risk assessments all completed</p> <p>All pupils in school are able to fully access all educational visits.</p> <p>Increase access to extra-curricular activities</p>
Use ICT software to support learning	<ul style="list-style-type: none"> <li>Interactive Whiteboards, laptops, surfaces, and a variety of recording devices both visual and auditory etc, are used by pupils with disabilities</li> </ul>	<p>Continue to improve access to recording facilities</p> <p>Referrals to be made to high cost</p>	Ongoing	Senior Leaders Site staff	Increased access to curriculum

	<ul style="list-style-type: none"> <li>▪ Referrals to appropriate service (ICT SFSS) are made and all actions implemented and reviewed.</li> </ul>	equipment as necessary			
Review information to parents / carers to ensure it is accessible	<ul style="list-style-type: none"> <li>▪ All information and letters are written in clear print in 'simple' English.</li> <li>▪ Documents including letters are translated where possible to ensure that all Stakeholders have equal access to information.</li> <li>▪ Parents are supported to access information and complete forms such as those necessary for school, health, DVLA, housing etc.</li> </ul>	<p>Continue to support parents / carers to access information and translate where appropriate.</p> <p>Ensure the website and all documents can be accessed by the visually impaired</p>	Ongoing	<p>Office staff</p> <p>Class teachers</p> <p>Senior Leaders</p>	<p>All parents receive information in a form that is accessible to them.</p> <p>Parents are supported to complete forms as appropriate.</p>

#### 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Senior Leaders.

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy