



# Hollin Primary School Accessibility Plan



## **Section 1: Vision statement**

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.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

At Hollin Primary School we care for our children with love and concern. We challenge our children and teachers to be the best learners and citizens they can be. We have fun as we learn together because our school is the best place to enjoy hard work. We believe this will ensure happiness in childhood and prepare our fine young citizens for successful futures. 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 to developing a culture of awareness, tolerance and inclusion.

Hollin Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan has been drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are pupils without disabilities. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
1. The Action Plan for physical accessibility relates to an Access Audit of the School.
  2. As curriculum policies are reviewed, a section relating to Access, Equality and Diversity will be added. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
  3. The School website will make reference to this Accessibility Plan.
  4. The School's complaints procedure will cover the Accessibility Plan when reviewed.
  5. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
  6. The Plan will be monitored through the Curriculum Committee of the Governors.
  7. The Plan may be monitored by Ofsted as part of their inspection process in relation to Schedule 10 of the Equality Act 2010.
  8. External and supporting agencies, such as the Fair Access Team, Rochdale Additional Needs and Occupational Therapy, work in ongoing partnership develop and implement the plan.
  9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Date May 2022

Reviewed May 2024

## Section 2: Aims and objectives

<b>Priority 1 – Improve and maintain access to the physical environment.</b> Individualised and specialist provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.			
<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
To be aware of the access needs of children, staff, parents, governors and visitors with disabilities.	To create an access plan (within Individual Health Care Plans) for children with disabilities to inform staff of needs of individuals and ensure consistency of high quality provision. Be aware of staff, governor, visitors and parent's access needs and meet as appropriate. Consider access needs during recruitment.	Headteacher Class Teachers Office Staff SENCO	Children with disabilities to be identified on the SEN register and then as required.
Layout of school to allow access for all pupils to all areas	Consider needs of pupils with disabilities needs for new furniture purchases, decoration etc. Ensure that furniture and equipment does not block routes for pupils in wheelchair.	Headteacher SENCO GFM Staff	
Ensure all disabled pupils can be safely evacuated	Staff aware of their responsibilities in relation to specific pupils with disabilities. Develop Personal Evacuation Plans as necessary.	Headteacher SENCO	End of Autumn term 2022 and ongoing
Ensure classroom environments are regularly monitored to support children. (hearing Autism).	Support from Rochdale Additional Needs	Rochdale Additional Needs SENCO	Ongoing

**Priority 2 – Increase access to the curriculum for pupils with a disability.**

We aim to promote excellent teaching and learning and meet every child's needs within mostly 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, age relevant after school clubs, after school competitive fixtures and educational visits are open to all children in school. 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.

<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase confidence of teaching and support staff in meeting needs of all children through differentiating the curriculum.	Identify staff training needs - assign CPD on rolling basis (dyslexia friendly practice, ASD, speech and language).	SENCO	Ongoing and induction as well as focused CPD on specific areas
Ensure all staff (teaching and non-teaching) are aware of disabled children's curriculum access.	Set up register of children with disabilities so that all staff and where appropriate staff from external agencies are aware of how best to meet children's needs and provide them with full access to the curriculum, including use of ICT.	SENCO Class Teachers Teaching Assistants	As required and ongoing
Educational visits to be accessible to all.	Develop guidance for staff on making trips accessible. Ensure staff planning visits, check each new venue for appropriateness.	SENCO Class Teachers	As required and ongoing
Review curriculum areas and planning to ensure children with disability in school have full access to curriculum	Include specific reference to equality and disability in all curriculum reviews	SENCO Class Teachers	Ongoing as curriculum areas are reviewed.
Ensure that children with disabilities can take part fully in after school, before school and lunch time clubs	Discussion with after school, before school and lunch time club providers to ensure that all children feel able to participate in out of school activities.	SENCO Breakfast Club Sports Leader Ed Start	As required
Develop greater links with Newlands school and external agencies.	Plan joint activities that children from both schools can participate in (Friendship Week, Celebrate and Sing). Host RANS ASD hub.	Headteacher SENCO Class Teachers	Ongoing

**Aim 3. Improve the access to information**

Information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in simple English. School office will support and help parents to access information and complete school forms.  Translation tool such as Google Translate to be added to website to support multi-lingual access	School Office  Website Designer	On-going
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, adequate font size, clear print, off white paper and use matt laminates for identified pupils following advice.	SENCO	As required
Provide information in other languages / BSL for parents, pupils or prospective pupils using in house translators where available.	Access to translators, sign language interpreters to be considered and offered if possible.	SENCO Speech and Language therapist Translator	As required
Parental advice support and information from external agencies.	Referral to SENDIAS (and other agencies). Referral to Webster Stratton (and other agencies).	Children's Welfare Officer SENCO	Ongoing