 Holly Park School

Access Policy, Audit & Plan

This Accessibility Policy and Plan are 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.

Links to the UN Rights of the Child

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.​

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 4

Governments must do all they can to make sure every child can enjoy their rights.​

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children’s dignity. Richer countries must help poorer countries achieve

this.​

1. 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.

2. Holly Park School plans, over time, to improve the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

* Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school such as the building will allow for 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 the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
* Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

5. The Action Plan for accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. Information about our Accessibility Plan will be published on the school website

7. The Plan will be monitored through the governors Staffing & Pupil Welfare committee and Premises

8. 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.

9. The school works in partnership with other agencies to support pupils, parents and teachers.

Our Pastoral Team provides additional support for pupils and parents.

**Document Control**

**Revision History**

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Revision Date | Revised By | Revision |
| 1.0 | Autumn 2013 | Ann Pelham | Revised |
| 1.1 | Summer 2014 | S&PW Committee | Amended, adopted & ratified |
| 1.2 | Summer 2015 | S&PW Committee | Amended, adopted & ratified |
| 1.3 | Summer 2016 | S&PW Committee | Amended, adopted & ratified |

**Signed by**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Name | Signature | Date |
| Headteacher | Ann Pelham |  |  |
| Chair of Governors | Andrew Ballam Davies |  |  |

**Distribution**

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| --- |
| Shared with |
| * Staff via school server
* Parents via Website
* Governors via committee meetings
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| Date for next review |
| Summer 2017 |

APPENDIX 1

# **HOLLY PARK PRIMARY SCHOOL**

# **Access Audit 2015**

Current practice and facilities that allow for greater access to the school for all children, parents,

visitors or members of staff, regardless of physical disabilities or profound needs, enabling them,

as far as possible and within the constraints of the buildings and the budget, to participate and feel included in school life. This includes access to the curriculum, pastoral care as well as physical ease of movement.

|  |  |
| --- | --- |
| Area  | Current facilities  |
| Buildings  | * Disabled toilets
* Re-designation of classrooms as needed
* Improved signage
* Telephones in Junior building
* Two staffrooms available – one on ground floor
 |
| Curriculum  | * Differentiation
* PECS system
* Teaching assistant support
* SEN teacher support
* ICT programmes
* Flexible transitions in nursery, reception
* Additional enhancing support programmes
 |
| Medical  | * First aid
* EPI pens
* Inhalers
* Medical board in welfare room
* Care plans
* EPI Pen & Asthma training
* Access to school nurse facility
* Specialist medical training for individual pupils medical needs as required e.g catheter training
 |
| Behaviour  | * Sanctions
* Sticker system
* Head teacher awards
* Outside agencies
* Relevant policies
* Marble jars
* Individual behaviour plans
* Access to HIST team
 |
| Pastoral  | * Welfare support
* Orchard room
* Learning Mentor
* Pastoral Group
 |
| Staff  | * NQT mentors
* SENCO meetings
* Access to appropriate INSET
* BPSI Barnet training
 |
| Visitors  | * Met in foyer and accompanied to relevant staff/room.
* Visitor badges
* Disabled visitors accompanied at all times
* Made aware of evacuation procedures
* Risk assessments available for disabled visitors
 |
| Parents  | * Early planning

to receive pupils with SEN* SENCO meetings
* Foundation stage meetings
* IEP meetings
* Annual Reviews
 |
| Pupils  | * Nursery home visits
* Reception home visits
* Home visits for all new children
* Phased introduction into school
* Training for specific needs Autism, Down’ Syndrome etc
* Individual risk assessments carried out as required for pupils with long term or short term disability
 |
| Training and support | The school works closely with specialist services including: * Hearing Impaired Children’s service
* Visual Impairment Advisory and Support Service
* Occupational Therapists and physiotherapists
* Speech and Language Therapy
* HIST Team
* HEWS
* CAMHS
* Educational Psychologists
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APPENDIX 2

**ACCESS PLAN – PHYSICAL ENVIRONMENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Access Report Ref.**  | **Item**  | **Activity**  | **Timescale**  | **Completed** |
| 1.  | SIGNAGE  | Ensure all signage is clear and can be easily seen  | By Sept 2015  | January 2015 |
| 2.  | DOOR ACCESS  | Buy portable ramps for areas with restricted access/ steps up  | By Sept 2016  |  |
| 3.  | UNEVEN AREAS IN PLAYGROUNDS  | Resurface slope outside main hall and ensure that the hand rails are clearly visible  | By Sept 2015  | September 2014 |
| 4.  | LIGHTING  | Emergency lighting installed  | By Sept 2015  | September 2014 |
| 5 | FIRE DOORS TO BE FITTED IN LOWER JUNIOR CLASSROOMS | Install doors to the 3 classrooms that don’t have direct access to the outside | By Sept 2018May need to be done one door at a time finance permitting |  |

**ACCESS PLAN – IMPROVING CURRICULUM ACCESS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Target  | Strategy  | Outcome  | Responsibility  | Time-frame  |
| Training for teachers on differentiating the curriculum  | Undertake an audit of staff training requirements  | All teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum  | Children’s co-ordinator  | Autumn 2016  |
| All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils  | Review all out-of-school provision to ensure compliance with legislation  | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements  | SMT  | September2015 |
| Classrooms are organised to promote the participation and independence of all pupils  | Review layout of furniture and equipment to support the learning process in individual class bases  | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils  | Teaching Staff  | September 2015  |
| Appropriate use of specialised equipment to benefit individual pupils and staff  | Ipads in use with appropriate AppsColoured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty.  | Increased access to the Curriculum Needs of all learners met.  | Children’s co-ordinator | September 2015 |