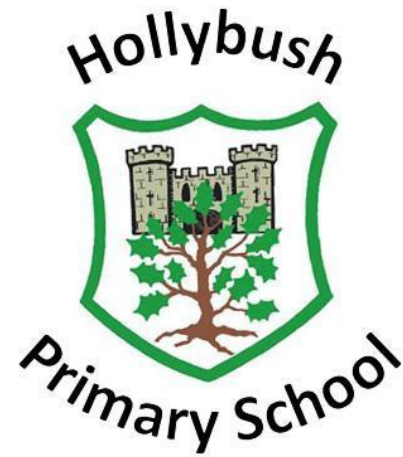




# Accessibility Plan 2024 - 2027

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## 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 children and adults.

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.

Our school's vision and values which relate to equality and inclusion are:

Vision

Our Leadership

All members of the school community will be leaders. We will lead through our own behaviour, learning and relationships. We will be trustworthy. We will support others to be the best they can be and we will be proud of our joint achievements.

Our Curriculum

We will refer to what has gone before and we will build hope for the future but the main aim of our curriculum will be to teach children what they can achieve in the here and now. What we teach will include the National Curriculum but will not be limited to it.

## Our Teaching

We will set the highest expectations. We believe that children can learn more than we can teach them. We will support them, empower them and trust them.

We will not aim to give children all the answers, but we will help them to ask the best questions.

## Our Environment

We will provide an environment where children can be themselves and can express their curiosity, imagination and individuality. Children will not be confined by their environment. The environment will be adapted to meet the needs of the children rather than the other way round.

## Our community

Our community is everyone who connects with the school in any way, including online. We see parents, carers and wider families as partners. Sometimes they need our support and sometimes we need theirs. We expect our relationships to be founded on trust and mutual respect. The welfare of each and every child will be at the centre of all our interactions with our community.

## Our Values:

Our 6 school values underpin everything we do and are used throughout the curriculum, to help our children to become the thoughtful, independent people we know they have the potential to be. We live our values every day through everything that we do and we try to remember them at home as well as at school.

### Values:

We will learn together

We will develop enquiring minds

We will be excited

We will be kind

We will be generous

We will be courageous

## Our Behaviour Curriculum: The Hollybush Way

Children are taught to be:

### Respectful

We listen when others speak and we respect the property of our friends and the school. We have an understanding of others' cultures and beliefs. We respect that everyone has a right to learn.

Ready

We wear the correct uniform. We arrive at school on time. We have our equipment ready. We show that we are listening and ready to learn.

Safe

We move around school in a safe manner. We follow instructions to keep ourselves safe. We keep hands, feet and unkind words to ourselves. We use equipment safely. We stay safe online. We talk to an adult if we feel unsafe.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

## 3. Employment

The Disability Section of the Equality Act 2010 makes it unlawful for the school, and therefore, any of its employees to discriminate in the field of employment, against a disabled person for a reason that relates to the persons disability, if that treatment cannot be justified. This applies not only to requirements, but to all areas of employment including the terms of employment, opportunities for promotion, transfer or training, dismissals or redundancies.

Wherever practicable, the school will seek to:

Employ disabled people in jobs suited to their aptitudes, abilities and qualifications.

Ensure that disabled employees are considered for promotion according to their aptitudes, abilities and qualifications.

Ensure that disabled people are not disadvantaged when the renewal of fixed term contracts is being considered.

### 3a. Recruitment

All candidates will be assessed on their abilities, qualifications and experience in relation to the job description and person specification for an advertised post. It may be that a reasonable adjustment would be required to allow a disabled candidate to meet the requirements of a post and the school would seek to facilitate this if required. For example, a candidate would not be rejected simply on the basis that they cannot gain access to the building. Most arrangements to accommodate disabled employees can be made within existing resource constraints or at minimal cost.

### 3b. Support in Employment

Some disabled people may require additional support when settling into their working environment. In particular, consideration will be given to any adaptation, for example, the provision of equipment or the modification of the working environment, which may be necessary to enable the individual to work on equal terms with non-disabled colleagues.

Any necessary modifications should ideally be agreed and carried out before the individual commences work. Some of the adjustments may have implications for other staff and it is important that they are consulted about proposed changes. Consideration should also be given to parking facilities, toilet facilities, including aspects of health and safety issues, such as evacuation procedures.

### 3c. Confidentiality

Where a disability is not obvious, the individual should be asked if they wish their colleagues to be informed of their disability. Whenever possible, their wishes in this regard will be respected. In certain cases, it may be appropriate for some colleagues to be aware of the disability in order to be able to respond appropriately in cases of emergency.

### 3d. Training

Training will be made available to disabled people on the same basis as their colleagues. Where special arrangements are required, for example, accessible training accommodation or large print handouts, this should be put in place.

### 3e. Members of Staff who become disabled

Losing the services of a member of staff who becomes disabled can deprive the schools of a considerable asset in terms of the skills and experience of the individual as well as an investment in that individual's training and development. Where practicable the school will attempt to retain staff who become disabled and to ensure suitable employment for them.

Senior members of staff should deal as sensitively as possible with these situations and seek help where required. Help should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status, financial loss and reduced self-esteem.

The school is required by law to make reasonable adjustments to enable the individual to continue in post. There are a number of possible options to consider:

Continuing in the same post – Where the disability has occurred as the result of an accident, for example, the individual has been absent from work for some time, the school will be flexible and sensitive in assisting staff to return to work.

In circumstances where it is envisaged that some difficulties may be encountered the school will consider a phased return to work or a permanent reduction in hours until confidence and ability are fully restored.

Redeployment – Where it is not practicable for the individual to continue in their former post, the school will attempt to redeploy the individual into a suitable alternative post. The individual's qualifications and skills as well as their own preferences in terms of type of work should be taken into account when trying to identify a suitable vacancy.

Premature retirement on grounds of incapacity – Where it has been decided that redeployment is impracticable, the member of staff may be considered for retirement on the grounds of medical incapacity under the normal terms of the appropriate procedure.

Termination of employment - If all other options have been explored and found to be impracticable, dismissal on grounds of incapacity should be considered. If it proves to be necessary, termination will be in accordance with the appropriate procedures, which include a right of appeal.

In some cases, the disability will be a progressive condition, which will develop over time and a number of the options could therefore be appropriate at different stages.

### **3. School Context**

Hollybush Primary School is a community school with 8 classes from Nursery to year 6. It is a one form entry school. It can accommodate 220 pupils. All classrooms are at ground level. There is an adult disabled toilet next to the staff room which is also used by children with specific medical conditions eg. stoma bag.

#### 4. Increasing access for disabled pupils to the school curriculum

| Target                                                                                                               | Strategies                                                                                                                                                                                                                      | Timescale                      | Responsibility       | Success Criteria                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase confidence of all staff in meeting the needs of disabled children, including those with hidden disabilities | Attend Amwell View network meetings and disseminate to staff.<br><br>As appropriate, and when children join school, ensure training on relevant disabilities and strategies to increase engagement, attainment and progress.    | Ongoing and as required        | SENCO                | All staff have training relevant to the needs of the children they are supporting - as well as other children they may support from time to time        |
| Ensure that all staff are aware of children's access needs (learning as well as physical)                            | Make sure that all children's medical plans, Stepping Stone plans and Risk Reduction plans are readily available to all staff when needed                                                                                       | End of Autumn 2024 and ongoing | SENCO                | All relevant plans and records are easily accessible and children's plans are consistently applied whichever member of staff is working with the child. |
| Review PE curriculum to ensure that take up of opportunities is equally available to children with disabilities      | Work with Lisa Robinson (sports partnership leader) to audit provision for disabled children.<br><br>Use pupil and parent voice to identify barriers to participation and include strategies to remove these in action planning | End of Summer 2025             | PE lead              | Children with disabilities are represented on school teams and are given equal opportunities to participate in sporting events.                         |
| Improve communication tools available to disabled children through wider use of PECs,                                | Sarah Byrne trained as Makaton tutor to support staff, disabled and non                                                                                                                                                         | End of Summer 2026             | Sarah Byrne<br>SENCO | Communication strategies support children to be able to express their feeling, needs                                                                    |

|                                                                                                                                                     |                                                                                                                                                                                                                                            |  |  |                                                                                                                                                                                                                                                    |
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| <p>Makaton, intensive interactions etc.</p> <p>Teach non-disabled children to use communication tools to communicate with their disabled peers.</p> | <p>disabled children and their parents.</p> <p>SENCO to develop use of specific interventions (PECS etc) across school and within families.</p> <p>Work with SALT to deliver programme of CPD for staff (eg. Gestalt language theory).</p> |  |  | <p>and wants with staff and with non disabled peers.</p> <p>Parents understand communication strategies and are able to use them at home with their children to promote consistency and provide opportunities to practise in various contexts.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 5. Improving access to the physical environment of the school

| Target                                                                                                                                       | Strategies                                                                                                                                                                                                                                                              | Timescale                                                                            | Responsibility      | Success Criteria                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ensure that perimeter fences and gates are adequate to ensure that children with SEND and SEMH needs are unable to leave the school grounds. | Install electronic driveway gates.                                                                                                                                                                                                                                      | By the end of 2024                                                                   | SBM                 | All exit routes from the school are adequate to prevent children from absconding.                                                                                                  |
| The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors                                    | <p>To create access plans for individual disabled pupils as part of the APDR cycles when required.</p> <p>Be aware of staff and governors and other adults' access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process to ensure</p> | <p>As required</p> <p>Annual reviews</p> <p>As needed during recruitment process</p> | SENCO<br>SLT<br>SBM | <p>All stakeholders and visitors have equal access to the school building and opportunities within it.</p> <p>Stakeholders are confident that their needs can and will be met.</p> |



|                                                    |                                                                                                                                                                                                                                               |                                         |                                           |                                                                                                                |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                                                    | that all candidates have equal access to employment opportunities.                                                                                                                                                                            |                                         |                                           |                                                                                                                |
| Ensure all disabled pupils can be evacuated safely | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with physical or sensory/SEMH difficulties.<br><br>Develop a system to share responsibilities for safe evacuation with all adults working with children who have PEEPS. | As required when children enter school. | Class teachers<br>SENCO<br>SBM            | All disabled pupils and staff working with them are safe in the event of a fire or other emergency evacuation. |
| Ensure equality of access to IT equipment          | Consider access needs of all children including those for whom over-reliance on technology could become a barrier to learning or self-regulation.                                                                                             | Ongoing                                 | Class teachers<br>Computing Lead<br>SENCO | All pupils are able to access IT in an appropriate way to support their learning.                              |

## 6. To improve access to written and other communication

| Target                                                                                                                                                    | Strategies                                                                                                                           | Timescale | Responsibility                          | Success Criteria                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| A minority of adults in the school community have limited capacity for reading and writing. These adults need the same access to information as all other | Promote an inclusive ethos in which members of the community are able to share their difficulties without fear of shame or judgement | Ongoing   | Teachers<br>Admin Staff<br>SLT<br>SENCO | All parents and carers will have access to all the information that they need to keep up to date with their children's learning and wellbeing and to make |

|                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |                                                                               |                                                                                |
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| members of the community.                                                                                            | <p>Keep (GDPR compliant) records of parents/carers who struggle with reading and writing. Use alternative forms of communication eg. phone calls. face-to-face. Where necessary read communication to them including that from external agencies.</p> <p>Use simple, jargon free language in all communications</p> <p>Use facebook, Instagram and other social media platforms to present information in multimedia ways rather than just in print.</p> |         |                                                                               | decisions which are in their best interests.                                   |
| Some children are not yet fluent readers. We need to make use of strategies that allow them to access the curriculum | <p>Use of pictorial resources</p> <p>Use of real objects</p> <p>Use of communication in print</p> <p>Use of Makaton signs and symbols</p> <p>Dedicated SaLT provided weekly by school and supported with CPD for staff</p>                                                                                                                                                                                                                               | Ongoing | <p>Teachers</p> <p>SENCO</p> <p>SaLT</p> <p>Sarah Byrne (makaton trainer)</p> | Children can all access the full curriculum regardless of their reading level. |



