

Holly Hill Infant School Accessibility Action Plan 2017

Holly Hill Methodist Church of England (Aided) Infant and Nursery School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity. We aim to include all pupils, including those with disabilities, in the full life of the school.

This accessibility plan is drawn up in compliance with current legislation and requirements as specified in scheduled 10, relating to disability, of the Equality Act 2010.

Aims of Plan:

- To increase the extent to which pupils with disabilities / additional need can participate in the curriculum.
- To improve the physical environment to enable disabled pupils to take better advantage of the education, facilities and services provided.
- To ensure that those with a disability are safe in and around school.

	Target	Strategies employed to meet targets	How will the impact be monitored?	Who is responsible ?	Timescales	Progress Commentary
Accessibility of Premises	<p>Ensure current pupils with a disability have full access to all areas of school</p> <p>Audit of accessibility of school grounds</p>	<ul style="list-style-type: none"> • Work with support services to review provision, make purchases and adjustments necessary 	Review with identified children's parents	<p>SENCo</p> <p>Caretaker</p> <p>Resources committee</p> <p>Specialist teachers e.g. VI team</p>	Ongoing	<ul style="list-style-type: none"> • 1 child currently has a disability management plan devised in Spring 2017. Adjustments required were put in place • 1 child with visual impairment discussed with

						<p>specialist teacher. Accessibility to school deemed suitable for his level of need.</p> <ul style="list-style-type: none"> Resources committee, buildings specialist and caretaker walk around to audit accessibility. Year 2 classroom door fixed to allow wheel chair to enter and exit safely
Corridors	Corridors to be kept clear.	<ul style="list-style-type: none"> Corridors are kept clear to ensure all children including those with a disability can move around school safely Monitors to pick up coats. Expectations raised with keeping areas of school tidy. 	Are corridors are tidy and safe?	SENCO Teachers	ongoing	<ul style="list-style-type: none"> Monitors to pick up coats from floor Expectations set for children to keep areas tidy.

Emergency Access	All students and adults are able to evacuate the building safely in an emergency	<ul style="list-style-type: none"> • Ensure fire exits are accessible for wheel chair • Fire escape route pan reviewed yearly 	Checks that pupils and adults can get out of the building safely	SENCo Resources committee Lead Fire Marshall (JI)	ongoing	<ul style="list-style-type: none"> • Fire exits and general exits assessed for wheel chair access by resources committee, buildings specialist and care taker • Fire evacuation plan in place for 1 child • See plan of school for areas of access, alarms, emergency lights etc
Disabled parking	All students with a disability have access to disabled parking	<ul style="list-style-type: none"> • Spaces provided outside school • Staff in school to notify those without disability using space when it is needed 	Is disabled space available when needed?	Council Office staff	ongoing	
Disabled toilet	All students with a disability have access to toilet facilities	<ul style="list-style-type: none"> • Disabled toilet in year2 corridor and nursery. Consider position of classes in future if children in other areas of school have a disability 	Standard of toilet facilities is maintained	Cleaners Resources committee	Ongoing	<ul style="list-style-type: none"> • Year 2 child with disability has easy access to toilet

Curriculum Access	All students have access to a broad, balanced and relevant curriculum	<ul style="list-style-type: none"> Ensure curriculum is relevant and accessible to all children. 	The curriculum ensures provision for those with a disability	Curriculum Coordinator Subject coordinator Teachers	Start of school year Ongoing	<ul style="list-style-type: none"> Curriculum topics aim to inspire children. Wow days and visits planned to engage children Guidance from professionals sought regarding accessing PE curriculum (those with disability, medical need)
	All students have access to a differentiated curriculum that meets their needs	<ul style="list-style-type: none"> In line with SEN policy, Children have Individual targets , EHCP that outlines their needs and allows for personalised learning 	All learners are accessing the curriculum and show evidence of being on track to meet their target	SENCo	ongoing	<ul style="list-style-type: none"> SEN Children have ITP targets which are addressed daily
	Pupils access to the curriculum is increased as they attend more regularly	<ul style="list-style-type: none"> Ensure that those with a disability have good attendance 	Attendance monitored half termly	Learning Mentor and Deputy Head Teachers	Ongoing / half termly	<ul style="list-style-type: none"> Attendance monitored - overview of who has poor attendance, why and why is going to be done to improve this Gaps in learning following long absence being addressed

	Pupils access to the curriculum is increased because there is reduction in exclusions, individual pupils needs are met and suitable provision is provided	<ul style="list-style-type: none"> • Ensure that exclusions are kept to a minimum • Children at risk of exclusion identified and behaviour plans / minimising risk of exclusion plans devised 	Children at risk of exclusion are supported	SENCO Behaviour coordinator Learning Mentors	ongoing	<ul style="list-style-type: none"> • Reducing the risk of exclusion plans in place • Time out areas provided and children return to class ASAP • Behaviour plans adhered to and reviewed. • Behaviour logs completed
	Ensure that disabled pupils can participate in extracurricular activities, trips and visits	<ul style="list-style-type: none"> • Audit of school trips, visits, extra-curricular activities. • Consider suitability of trips and visits for those with disability or additional need. • Risk assessments carried out 	All children are accessing trips and visits.	Teachers Subject leaders Curriculum leader	Start of school year Ongoing	<ul style="list-style-type: none"> • Risk assessments specifically identify those with disability or additional need. • Consideration of these children is made when planning trips.
	Staff are trained in supporting pupils with SEND - focus on key areas with the school SLCN, MLD, D, VI, HI, ASD	<ul style="list-style-type: none"> • SENCO and other professionals deliver training and guidance where possible. • Audit of staff knowledge and skills regarding areas of SEN. Gaps in knowledge identified and external advice sought if necessary 	Training is delivered and suggestions followed through in class	SENCO	Ongoing Audit of needs yearly	<ul style="list-style-type: none"> • S&L training delivered. Identification of children, strategies, referral system discussed. • ASD lead practitioner attended training. To feedback to staff ASAP.

