



Holly Hill
Church School

Accessibility Policy And Action Plan

As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.

Dated Issues: January 2018

Review Date: January 2021

Signed: (Chair of Pupil Support Committee)

1. 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.

Holly Hill church school strives to ensure that the culture and ethos of the school are such that whatever the needs of members of the school community, everyone is equally valued and treats one another with respect.

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.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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.

3. Action plan

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

	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 Autumn 2 2017. Adjustments required were put in place 1 child with visual impairment discussed with specialist teacher. Accessibility to school deemed suitable for his level of need. Resources committee, buildings specialist and caretaker walk around to audit accessibility. Year 2 classroom door fixed to allow wheel chair

						<p>to enter and exit safely</p> <ul style="list-style-type: none"> • 1 child with hearing impairment discussed with specialist teacher. Accessibility to school deemed suitable for his level of need.
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 (JJ)	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	<ul style="list-style-type: none"> • In line with SEN policy, Children have Individual targets , EHCP that outlines their needs and allows for 	All learners are accessing the curriculum and show evidence of being on	SENCo	ongoing	<ul style="list-style-type: none"> • SEN Children have ITP targets which are

	meets their needs	personalised learning	track to meet their target			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. 	All children are accessing trips and visits.	Teachers Subject leaders	Start of school year Ongoing	<ul style="list-style-type: none"> Risk assessments specifically identify those with disability or additional need. Consideration of

		<ul style="list-style-type: none"> Risk assessments carried out 		Curriculum leader		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.

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 Pupil Support Committee

5. Links with other policies

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

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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