Accessibility policy

This accessibility plan is for Hollybrook Infant and Hollybrook Junior School

3-year period covered by the plan: 2023 - 2026

At the Hollybrook Schools we aim to ensure that learning is meaningful, stimulating and challenging, reflecting the ever changing world around us. We want to empower children to be independent, resilient, creative, cooperative/collaborative, responsible and feel valued as members of the community with a passion for learning. We believe in educating the whole child, nurturing every child's talents to realise their potential and achieve their dreams.

Date Policy Written/Reviewed:	May 2023
Reviewed by:	M Dobson and Governors
Review Frequency:	3 Yearly
Next Review:	May 2026

Approved by: _____ (Headteacher) **Date:**_____

Introduction

The Hollybrook Schools are a diverse and inclusive community that focuses on the wellbeing and progress of every student and where our members of our community are of equal worth. We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all students 'achieve their very best.' The Hollybrook Schools will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions. The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for students with special educational needs and disabilities.

Context

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive.
In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

Aim of the Plan

All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Objectives

The objectives of this plan are:

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these. • To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students

Definitions

The Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities."
The Definition of Special Educational Needs (SEND Code of Practice September 2014): A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or

disability if he or she: a) has a significantly greater difficulty in learning than the majority of others of the same age, or b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.
The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Hollybrook Infant and Junior schools are mainstream schools for boys and girls age range 4 years to 11 years old. The school comprises of two school buildings.
The Hollybrook Infant School building compromises of different levels within school which are accessed by small stairways. It has sloped ramped entrances around the outside of the school to enable pupils with disabilities to access all the areas within the school. It also has yellow markings inside and outside of the school to support children with visual impairments.
The Hollybrook Junior building has two levels which has a large stairway to access the higher level. If a class had a pupil with a disability an easily accessible classroom on the lower level would be used for that cohort. Each of the downstairs classrooms can be accessed from ground level, via specialist built ramps and there is a motorised disability lift allowing access to the hall.

The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills to lead a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.
All entrances to the Infant school is ramped and has a wide door. The main entrance to the Junior school has an automatic wide door into the entrance. There are disabled toilets facilities available fitted with a handrail and a pull emergency cord. The schools both have internal emergency signage and escape routes are clearly marked.
We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for pupils with a physically impairment we seek expert advice for identified individual needs.
We consult with experts when new situations regarding pupils with disabilities are experienced.

Responsibilities

- All staff are responsible for identifying and removing barriers to learning for disabled pupils.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

- The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

Related Policies

- Equality Policy
- Equality Objectives
- Special Educational Needs and Disability Policy and Local Offer
- Teaching and Learning Policy
- Assessment Policy
- Behaviour Policy
- Anti-bullying Policy