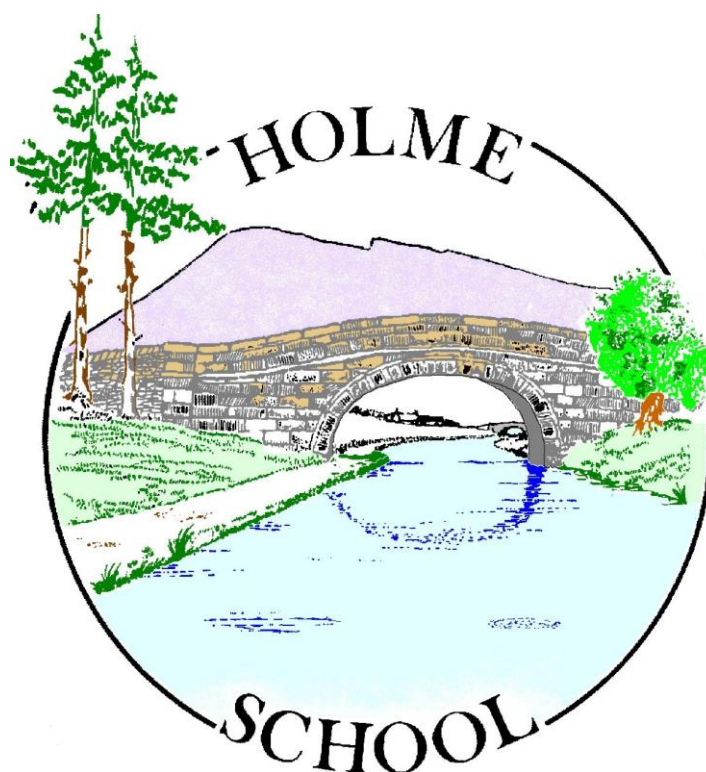


Holme Community School



Accessibility Policy and Plan

Approved by: Craig Dewar-Willox

Date: 1st November 2019

Last reviewed on: 23rd November 2022

Next review due by: 23rd November 2025

Contents

1. Aims	2
2. Legislation and guidance.....	2
3. Action plan	3
4. Monitoring arrangements.....	6
5. Links with other policies.....	6

.....

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. We believe that the happiness of children is of paramount importance and is a key to their success in school. With that, ensuring they can access a high quality academic and social education is our priority.

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 involves working with Cumbria County Council and others as appropriate.

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.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	EVALUATION –
Increase staff confidence in supporting children with neurodiversity	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Our PHSE curriculum highlights and celebrates difference.</p> <p>Staff work with external partners to tailor interventions to different children.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. Where appropriate this will include children having individual progress plans and education, health care plans as required.</p>	<p>Staff understand the science behind neurodiversity and can adapt as a result</p> <p>Staff are confidence in a range of strategies to support children with neurodiverse conditions</p> <p>Children receive more effective support as a result of increased staff confidence</p>	<p>All staff to compete training on supporting children with dyslexia</p> <p>All staff to complete training on supporting children with ASC.</p>	Craig Dewar-Willox	January 2024	<p>Staff will demonstrate implementation of a range of strategies with confidence.</p> <p>Children on PIVATs will demonstrate good of better progress from their starting points.</p>	

	The curriculum is reviewed to ensure it meets the needs of all pupils.						
Improve and maintain access to the physical environment	<p>This includes:</p> <p>The school is on two levels. Stairs are marked with fluorescent strips to support those with visual impairments.</p> <p>We have disabled toilets and changing facilities on both levels.</p> <p>Both levels can be accessed using ramps external to the building.</p> <p>Corridor widths are wheelchair friendly.</p> <p>There is no specific disabled parking space but this would be allocated as appropriate.</p>	Creation of a disabled parking space on the school playground.	Investigate the cost of designating a disabled parking space on the playground.	Craig Dewar-Willox	September 2024	School will have a designated disabled parking bay.	
Improve the quality of speech and language interventions in school	<p>School staff engage with speech and language therapists.</p> <p>The school has used the NELI intervention programme.</p>	Staff are confident in delivering early intervention for children with speech and language difficulties	<p>Staff training on speech and language therapy</p> <p>Implement NELI intervention</p>	Craig Dewar-Willox	September 2023	<p>Children will not need to wait for lengthy referrals before receiving speech and language support.</p> <p>Children will receive</p>	

			Train and implement early talk interventions.			early and specialist intervention to support S&L	
--	--	--	---	--	--	--	--

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 the governing body every three years.

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

‘Happy Children Succeed...’