



Holmer Green Junior School

We inspire, we enable, we achieve. Together.

HOLMER GREEN JUNIOR SCHOOL

ACCESSIBILITY PLAN 2024 -2027

Written	Adopted by Governors	Review date	Responsibility
OCTOBER 2024	NOVEMBER 2024	NOVEMBER 2027	Inclusion Lead

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Introduction

School is required to have Accessibility Plans showing how we are planning strategically to increase access over time. Duties previously existed under the DDA have been replicated in the Equality Act 2010 – accessibility for disabled pupils.

Principles

In performing their duties, governors and staff will have regard to these three key duties towards disabled pupils:

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

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Definition of Disability:

The Equality Act 2010 defines disability as the following:

‘A person has a disability 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 carry out normal day to day activities.’

Physical or mental impairment can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupil’s everyday lives. This includes children with ASD (Autistic Spectrum Disorders), ADHD (Attention Deficit Hyperactivity Disorder) and any linked with CAMHs (Child and Adolescents Mental Health).

Aims and Objectives

Holmer Green Junior School aims to be an inclusive school which is committed to enabling everyone to participate fully in the life of the school community providing a rich and inclusive environment to enable everyone to participate fully in the school community by identifying and eliminating barriers that could prevent this.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school’s plan will be in the following areas:

- Adapt the curriculum to meets needs of all pupils that overcome barriers to learning
- Ensure that growth mindset values are referred to in everyday teaching to support pupils to become resilient learners
- Ensure that pupils emotional needs are met
- Ensure that library books are accessible for all pupils

- To provide playground equipment which is accessible to all.
- Ensure effective communication and engagement with parents

Monitoring & Review

The Governing Body monitor our accessibility policy in line with the policy schedule. Governors require the head teacher to keep a written record.

The action plan ensures that:

- SEN/Accessibility Plan 2024/2025 is relevant to the current children within school;
- The school draws on the expertise of external agencies to provide specialist advice and support;
- The Inclusion Lead has an overview of the needs of disabled pupils;
- There are high expectations for all;
- There is appropriate deployment and training of staff;
- Successful practice is shared within the school;
- The school works with partner schools;
- Disabled pupils have access to all areas of the curriculum as well as extra-curricular activities.

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

- **CURRICULUM** - Increase the extent to which disabled pupils can participate in the curriculum
- **PHYSICAL ENVIRONMENT** - Improving the physical environment to enable those with disabilities to take better advantage of the education, benefits, facilities and services provided; and
- **INFORMATION** - Improving & making reasonable adjustments to the delivery of accessible information to those with disabilities.

ACTION PLAN 2024/ 2025

CURRICULUM - Increase the extent to which disabled pupils can participate in the curriculum					
PRIORITY	ACTION	PEOPLE/ RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING METHOD: WHO? HOW?
Adapt the curriculum to meets needs of all pupils that overcome barriers to learning	<ul style="list-style-type: none"> - Ensure that all teaching staff receive staff training focused on adapting learning for pupils -Ensure that every pupil is able to access the learning within the classroom -Work with outside agencies to identify ways to overcome barriers to learning -Use technology as aids to learning where appropriate -Use physical resources to overcome barriers where possible 	<p>Middle Leaders and Senior Leadership Team to deliver</p> <p>Inclusion Lead and teachers</p> <p>Inclusion Lead</p> <p>Inclusion Lead and teachers</p> <p>Inclusion Lead and teachers</p>	<p>Autumn 2024</p> <p>Autumn 2024- Summer 2025</p> <p>Autumn 2024- Summer 2025</p> <p>Spring 2025- Summer 2025</p> <p>Autumn 2024- Summer 2025</p>	<p>100% of teaching staff have received training on adapting the curriculum.</p> <p>Learning walks show that all pupils, including those on the SEND register, are able to access the learning.</p> <p>Outside agencies have been referred to.</p> <p>The SENDCO has met with the STS, SALT, EP and OT advice clinic</p> <p>Learning walks show that mathematical resources are being used in all year groups consistently.</p> <p>Pupil surveys show that pupils with needs such as dyslexia are able to use the iPad when completing longer written tasks.</p>	<p>Teacher survey</p> <p>Learning walks – Inclusion Lead</p> <p>Referral monitoring – Headteacher</p> <p>Headteacher to monitor</p> <p>Learning walks – Senior Leadership Team</p> <p>Pupil Survey – Inclusion Lead</p>

<p>Ensure that growth mindset values are referred to in everyday teaching to support pupils to become resilient learners</p>	<p>-Recap growth mindset in teacher training -Teachers to model using a growth mindset approach -Learning pits to be created in every classroom -Growth mindset to be discussed in assemblies -Pupil voice to be gained to identify whether pupils feel like resilient learners</p>	<p>Inclusion Lead Teachers Teachers Inclusion Lead Inclusion Lead</p>	<p>Spring 2025 Spring 2025 and Summer 2025 Spring 2025 Summer 2025</p>	<p>Staff survey to show that all teachers are able to identify what a growth mindset is and ways in which they implement it in their classroom Staff survey to show that all teachers are able to identify pupils who struggle with having a growth mindset. Learning walks to show that learning pits are on display in every classroom. Pupil survey to show that 75% of children can recall the learning pit being referred to in lessons.</p>	<p>Staff survey – Inclusion Lead Staff Survey – Inclusion Lead Learning walks – Headteacher Pupil survey – Inclusion Lead</p>
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<p>Ensure that pupils emotional needs are met</p>	<p>-Ensure that there are regular meetings between the Mental Health lead and the Inclusion Lead. -Work with the Mental Health Support team -Ensure that the appointed Year 6 Mental Health Ambassadors have actions to complete throughout the year. -Survey pupils to identify the impact of having the Mental Health Ambassadors. -Continue to adapt the PSHCE curriculum</p>	<p>Mental Health Lead and Inclusion Lead MHST and Inclusion Lead Mental Health Lead and Mental Health Ambassadors Mental Health Lead Headteacher</p>	<p>Every term Every term Every term Spring 2025 and Summer 2025 Autumn 2024</p>	<p>Mental Health Lead and Inclusion Lead have met at least twice termly. The MHST team meet with the Mental Health Lead and the Inclusion Lead termly. Pupil Voice survey shows that pupils value the Mental Health Ambassador. Learning Walks show that other students are engaging with the Mental Health Ambassadors. The PSHCE curriculum has been updated and adapted.</p>	<p>Headteacher to monitor Headteacher to monitor Pupil voice survey – Mental Health Lead Learning walks – Senior Leadership Team Book look – Senior Leadership Team</p>
<p>Ensure that library books are accessible for all pupils</p>	<p>All library books to have been reviewed. Barrington Stoke books to be purchased and labelled Individual pupils to be guided towards the Barrington Stoke texts</p>	<p>Inclusion Lead Inclusion Lead Inclusion Lead</p>	<p>Autumn 2024 Autumn 2024 Monitored every term</p>	<p>The library will have an updated list of books. 100% of pupils who are diagnosed with dyslexia or show traits of dyslexia to be provided with Barrington Stoke books. Pupil voice survey to show that pupils are happy with the selection that they are being provided with</p>	<p>Headteacher to monitor Pupil voice survey – Inclusion Lead Pupil voice survey – Inclusion Lead</p>

PHYSICAL ENVIRONMENT - Improving the physical environment to enable those with disabilities to take better advantage of the education, benefits, facilities and services provided					
PRIORITY	ACTION	PEOPLE/ RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING METHOD: WHO? HOW?
To provide playground equipment which is accessible to all.	Playground equipment to be researched to ensure that it is accessible	Premises Lead	Autumn 2024	Playground equipment to be sourced.	Headteacher
	Pupils to be surveyed to identify which equipment they would like	JSA	Autumn 2024	Pupil survey to show that pupils have their own view on equipment	Pupil survey – JSA
	Funding to be sourced	Premises Lead	Autumn and Spring	Funding to have been sourced from outside sources	Headteacher
	Playground equipment to be bought	Premises Lead	Summer 2025	Playground equipment to be bought	Senior Leadership Team
	Playground equipment to be installed and checked that it is accessible	Premises Lead / Caretaker	Summer 2025	Instillation to have taken place	Headteacher

INFORMATION - Improving & making reasonable adjustments to the delivery of accessible information to those with disabilities.					
PRIORITY	ACTION	PEOPLE/ RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING METHOD: WHO? HOW?
Ensure effective communication and engagement with parents	-Ensure that all parents information is up to date and all parents are able to access school communication systems	Office staff	Autumn 2024	All parents, including those separated, receive communication from the school	Parent survey – governors
	-Ensure that parents with parental responsibility who do not live with their child have equality of access to information	Office staff	Autumn 2024		
	-Ensure that all curriculum maps are on the school website for parents	Middle Leadership and Senior Leadership Premises	Autumn 2024	Vast majority of parents attend parents evening appointment	Headteacher to monitor the attendance
					Parent survey of effectiveness – governors

	<ul style="list-style-type: none"> -Update the website to ensure that it is as easy as possible for parents to navigate - Meet the Teacher and parents evenings to take place and be communicated about in a timely manner to ensure feedback is provided -Complete termly Parents' forum sessions to ensure regular feedback from parents -Use Seesaw for children to upload work they are proud of weekly -Hold regular open afternoon events 	<p>Teachers and office staff</p> <p>Headteacher Class teacher and Computing co-ordinator Senior Leadership Team</p>	<p>Autumn 2024 and Spring 2025</p> <p>Every term</p> <p>Every term</p> <p>Every term</p> <p>Every term</p>	<p>Parents' forum meet termly</p> <p>All pupils have work uploaded on Seesaw weekly</p> <p>Parent survey shows that at least 80% of parents are confident that they can find information on the website</p> <p>Attendance at Open afternoons improves</p>	<p>Work look – Computing Lead</p> <p>Parent survey – governors</p> <p>Headteacher to monitor</p>
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