



ACCESSIBILITY PLAN 2021 - 2022

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:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, staff, parents and visitors in an appropriate format.

Key responsibilities

The school recognises that the following are key responsibilities underpinning the planning duty:

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- To treat disabled pupils equally
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan based on a self-audit and the Disability Action Plan annually
- To ensure that the school do not discriminate against disabled staff and provide facilities for disabled staff (and volunteers) so far as is reasonably practical
- To ensure that visitors to the school who may be disabled are treated fairly with consideration to the physical constraints of the buildings

The Role of Parents

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities

Confidentiality

The school recognises the parents' and child's right to confidentiality.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Range of children

We currently have a whole range of children of all backgrounds, needs and abilities. As at September 2021, this includes:

- Asthma
- Hearing impairment
- Anxiety
- Hay fever
- Bronchiolitis
- Chromosome duplication
- Communication disorders including Autism, ADHD
- Immunosuppressed
- Eczema
- Scoliosis
- Aortic Stenosis
- Dyspraxia
- Bowel or bladder weakness
- Hypermobility
- Eye problems including Nystagmus

Allergies include – nuts, grass, gluten, egg, dairy intolerance, plasters, fish, antibiotics and penicillin (some conditions requiring Epi-Pens)

Monitoring & Review

The Resources Committee of the Governing Body monitor our accessibility policy in line with the policy schedule. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Committee gives serious consideration to any comments from parents about the Health and Safety Policy, and makes a record of all such comments. Governors require the head teacher to keep a written record.

The action plan ensures that:

- SEN/Accessibility Plan 2021/2022 is relevant to the current children within school;
- The school draws on the expertise of external agencies to provide specialist advice and support;
- The SENCO has an overview of the needs of disabled pupils;
- There are high expectations;
- There is appropriate deployment and training of learning support staff;
- Successful practice is shared within the school;
- The school works with partner schools;
- Disabled pupils have access to 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.

Improvements to the Physical environment:	PHYSICAL ENVIRONMENT
Visual contrast, lighting and paint schemes to help visually impaired children	<ul style="list-style-type: none">- achieving adequate light levels, including the lighting of teachers' and pupils' faces for good visual communication;- giving priority to daylight in all teaching spaces, circulation, staff offices and social areas;- providing adequate views to the outside or into the distance to ensure visual comfort and help avoid eye strain;- providing lighting controls that are easy to use;- providing means to control daylight and sunlight, to avoid glare, excessive internal illuminance and summertime overheating;- providing external lighting to ensure safe pedestrian movement after dark;- floodlighting outdoor sports areas;- providing emergency lighting in areas accessible after dark

Carpeting & acoustic tiling to help hearing impaired pupils	<ul style="list-style-type: none"> - colour and contrast, which can help people locate doors and their handles, stairs / steps, switches and socket outlets, - glare should be avoided (including from high gloss finishes that can appear as glare sources when they reflect bright lights); - use of light sources such as high frequency fluorescent luminaires to avoid subliminal flicker that can induce epileptic fits in susceptible pupils; - large areas of glazing should be clearly marked to avoid accidents; - good sound quality – enabling people to hear clearly, understand and concentrate on whatever activity they are involved in; - minimal disturbance from unwanted noise (such as from activities in adjacent areas, teaching equipment, ventilation fans or road traffic). - Soundfield provided for key pupils
Access to help physically impaired children <ul style="list-style-type: none"> - Car Parking - Disabled parking space - Setting down - Playground / Outdoor space - Lift/ ramp - Access to Medical room - Fire Safety - Toilet facilities 	<ul style="list-style-type: none"> - disabled space in staff car parking; - flat entrance into school (no steps) with wide doorways; - slopes / ramps in playground to assist wheelchair / frame users; - handrail and wide steps in playground / terrace area; - medical room available to enable pupils that are ill or injured to be looked after appropriately; - Fire safety & Visual Identification to safeguard the safety of disabled pupils in the event of a fire; - PEEP drawn up with suitable exit routes; - suitable toilet and washing facilities are provided for the sole use of pupils; - separate toilet facilities for boys and girls; - disabled pupil toilets (push button electric doors) & push button taps - giving independence; - disabled toilet facilities for staff may also be used for visitors;

Improving the way information is delivered to pupils with disabilities	INFORMATION
<ul style="list-style-type: none"> - Handouts, timetables & textbooks 	<p>Can be made more accessible by providing it:</p> <ul style="list-style-type: none"> - In Braille - In large print - On audio format - Using a symbol system
<ul style="list-style-type: none"> - Communication systems 	<p>The use of PMX ParentMail gives all parents and carers the same medium of communication with school.</p>

Adjustments that would help children with disabilities have better access to the curriculum might include:	CURRICULUM
Changes to teaching, timetabling & learning arrangements	<ul style="list-style-type: none"> - Provide additional transition time for pupils with additional needs; - Undertake transition meetings with previous and new staff; - Provide specific training for staff to ensure that needs can be met; - Work with health specialists to develop understanding of disability issues;
Classroom organisation	<ul style="list-style-type: none"> - Ground floor classrooms available & accessible for wheelchair, frame and stick users;

	<ul style="list-style-type: none"> - Seat child in appropriate position in the classroom – impaired hearing nearer the front / close to the teacher and disabled nearer to a door with a clear exit route;
Support from other pupils	<ul style="list-style-type: none"> - Respect shown by other members of the class to help those with a disability – opening doors, helping get books or PE equipment out of lockers;
Understanding the curriculum / open to all	<ul style="list-style-type: none"> - Reviewing curricular and extra-curricular opportunities to identify any barriers and ensuring access to all; - Adapt opportunities so that all can take part; - Purchase additional resources where required; - Access disability sport opportunities; - Ensure all visits planned are able to be accessed by all with appropriate risk assessments in place;
Assistive technology – to help them learn faster & more easily	<p>In individual cases, consider using:</p> <ul style="list-style-type: none"> - Touch screen keyboards / iPads; - Interactive white boards; - Text-to-speech software; - Braille-translation software; - Software that connects words with pictures or symbols;
Sporting, After-school clubs and care provision facilities are accessible for all pupils	<p>Ensure access is available for all pupils including those with physical or sensory disabilities.</p>

ACTION PLAN 2021/ 2022

IMPROVING PARTICIPATION IN THE CURRICULUM						
	PRIORITY	ACTION	PEOPLE/ RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING METHOD: WHO? HOW?
	Ensure effective communication and engagement with parents	<ul style="list-style-type: none"> -Ensure that all parents information is up to date and all parents are able to access school communication systems -Ensure that parents with parental responsibility who do not live with their child have equality of access to information -Ensure that all parents receive parent information booklets termly -Develop online sessions for Meet the Teacher and parents evening to ensure feedback is provided -Use online sessions for Parents' forum to ensure regular feedback from parents -Use Seesaw for children to upload work they are proud of weekly as a replacement for Open Afternoon -Create student specific emails for children who have an EHCP and ensure these are used regularly to communicate with parents 	<ul style="list-style-type: none"> Admin team Headteacher Teachers Headteacher Teachers LSAs 	<ul style="list-style-type: none"> Yearly each September September 2021 October 2021 From September 2021 From September 2021 	<ul style="list-style-type: none"> All parents, including those separated, receive weekly communication from the school All parents attend parents evening appointment Parents' forum meet half termly All pupils have work uploaded on Seesaw All pupils with EHCPs have an email account to communicate with parents. 	<ul style="list-style-type: none"> Parental feedback/ questionnaire Chair of Governors
	Adapt the curriculum to meet needs of all pupils during pandemic	<ul style="list-style-type: none"> -Review long and medium term plans to ensure gaps in the curriculum are addressed -Ensure remote learning systems are in place for those pupils who have to isolate -Provide technical support for vulnerable pupils where required 	<ul style="list-style-type: none"> Co-ordinators Computing co-ordinator and teachers Headteacher 	<ul style="list-style-type: none"> September 2021 September 2021 From September 2020 and ongoing 	<ul style="list-style-type: none"> All curriculum areas have reviewed long and medium term plans in place All pupils are able to access the remote curriculum when required 	Teaching and Learning committee
	Adapt the curriculum to meets needs of all pupils that overcome barriers to learning	<ul style="list-style-type: none"> -Ensure that, wherever possible, pupils are included in lessons through effective adaptations -Work with outside agencies to identify ways to overcome barriers to learning -Use technology as aids to learning where appropriate 	<ul style="list-style-type: none"> Teachers SENDCo SENDCo 	<ul style="list-style-type: none"> September 2021 and ongoing 	<ul style="list-style-type: none"> All pupils are able to access a broad and balanced curriculum 	Teaching and Learning committee

Improve educational experiences for pupils with Downs Syndrome	<ul style="list-style-type: none"> -Work with the Downs Syndrome support team to ensure that arrangements meet the needs of pupils with Downs Syndrome -Work with other outside agencies to address wider needs -Ensure members of staff are Makaton trained so that all can communicate with any Makaton users -Provide higher level training for any staff who work regularly with any Makaton users -Ensure pupils are able to communicate with Makaton users to promote inclusion -Provide paediatric manual handling training to support children with physical needs 	<p>SENDCo</p> <p>Headteacher</p> <p>Headteacher</p> <p>Teachers</p> <p>Premises Administrator</p>	<p>From July 2021 and ongoing</p>	Teachers and LSAs aware of issues and curriculum and classroom is adapted as required	Inclusion governor
Ensure that pupils emotional needs are met	<ul style="list-style-type: none"> -Appoint SEAL support worker -Identify curriculum support for all pupils on return to school under different guidance -Continue to adapt the PSHCE curriculum to provide greater emotional wellbeing support as needs arise. -Identify pupils with SEMH vulnerabilities and provide targeted support 	<p>Headteacher</p> <p>Teachers</p> <p>PSHCE co-ordinator</p> <p>SEAL worker and teachers</p>	<p>September 2021</p> <p>September 2021</p> <p>September 2021</p> <p>September 2021 and ongoing</p>	All pupils, particularly those identified with SEMH concerns, show lessening anxiety over the academic year	Inclusion co-ordinator

IMPROVING PHYSICAL ENVIRONMENT

	PRIORITY	ACTION	PEOPLE/ RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING METHOD: WHO? HOW?
	Ensure pupils with physical disabilities are able to access the school effectively	<ul style="list-style-type: none"> -Ensure arrangements for pick up and drop off support access for those with physical disabilities -Provide designated parking where required for families with disabled members -Ensure that steps are painted yellow when required -Ensure that pathways are kept clear of hazards and vegetation -Ensure disabled toilet access is available for both adults and children 	<p>Headteacher</p> <p>Headteacher</p> <p>Caretaker</p> <p>Caretaker</p> <p>Headteacher</p>	<p>September 2021</p> <p>September 2021 and ongoing</p> <p>September 2021 and ongoing</p> <p>Ongoing</p> <p>September 2021</p>	Parents of pupils with physical disabilities agree that their children are able to access the school site safely and easily	SENDCo
	Ensure signage around the school is clear for all	<ul style="list-style-type: none"> -Signs indicate disabled parking, wheelchair accessible routes and one way systems -Place Makaton symbols around the school 	<p>Premises Administrator</p> <p>Teacher/ LSA</p>	<p>September 2021</p> <p>September</p>	All visitors and those in school are able to navigate school correctly	Health and Safety governor

IMPROVING THE DELIVERY OF WRITTEN INFORMATION						
	PRIORITY	ACTION	PEOPLE/ RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING METHOD: WHO? HOW?
	Provide written materials in alternative formats as required	-Display leaflets and communications on school noticeboard -Ensure communications are placed on the school website -Provide translated documents where appropriate	Admin team Premises administrator Admin team to arrange a translator	September 2021 September 2021 and ongoing Ongoing	All communications are available and in other formats where requested or required	Resources committee

Date of Plan: September 2021

To be reviewed: September annually (new intake of children)