

Holland Haven Primary School

Access Plan

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Accessibility Action Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability of the Equality Act 2010. The Governing Board is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Holland Haven Primary School Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the MET Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision

Holland Haven Primary School Accessibility Plan

Improving the physical access

Target	Strategies	Timescale	What will success look like	Responsibility	Monitoring
<p>To be aware of the access needs of disabled children, staff, governors and parents/ carers</p>	<p>Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p>	<p>As required</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change</p>	<p>SENCo</p>	<p>SENCO and HT</p>

	<p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p> <p>Communication in print around school to help children's understanding and visual recognition</p>				
Positive lunchtime experience	Ensure children who need longer to eat lunch have more time during lunchtime.	Daily	All children can access adequate time for lunch	Midday Supervisor	Learning mentor
Promote inclusivity through raising the awareness of the mental health issues across the school and ways in which the school can support staff and learners with these issues.	<p>To use INSET to train staff around mental health agenda eg use of Resilience training</p> <p>Train Mental Health Lead with professional qualification</p> <p>Use Learning mentor and to support pupils with mental health issues</p> <p>Use counselling/ supervision for teachers and support staff through insurance</p> <p>HT and governors to be aware of staff wellbeing</p>		Pupils with mental health concerns are well supported in school and home	SENCO and Mental Health Leader/Governors	SENCO/Mental Health leader/HT /Governors

	and support headteacher				
Whole School Evacuation	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Children have PEEP's if needed.	Annually, and as new children join the school throughout the year	All physically disabled persons can be safely evacuated.		
Accessible car parking	Disabled members of staff/governors and professional visitors have a place to park in the staff car park near the playground gates into the school.		There is a place for disabled members of staff/governors and professional visitors to park throughout the school day.		

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Improving the curriculum access

Target	Strategies	Timescale	What will success look like	Responsibility	Monitoring
Access to learning/ in class provision	Review SEND children's access to curriculum within class sessions: Observations to be carried out within class to ensure children can	On-going	All pupils have equal access to a broad and balanced curriculum	SENCo/Class Teacher	SENCO

	<p>access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring from SENCO.</p> <p>Liaise with external professions e.g. Inclusion partner/ Speech and Language Therapist/ educational psychologist, to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>				
<p>All school visits and trips need to be accessible to all pupils</p>	<p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability</p> <p>Ensure staff are fully briefed with regards to children with SEND</p>	On-going	All pupils are able to access all school trips and take part in a range of activities	Phase leader/Senco	HT
<p>Review PE curriculum to ensure PE is accessible to all pupils</p>	<p>Review PE curriculum to include disability sports</p>	On-going	All pupils have access to PE and are able to excel, for example via support from an adult	PE Leader	HT

<p>Ensure disabled children can take part equally in whole school events, lunchtime and after school activities</p>	<p>Ensure whole school events can be adapted to include all children :</p> <p>Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school</p>	<p>On-going</p>	<p>Disabled children feel able to participate equally in out of school activities.</p>	<p>SENCo</p>	<p>SENco and HT</p>
<p>Ensure all staff have specific training on disability issues</p>	<p>Identify training needs at regular meetings</p>	<p>On-going</p>	<p>Raised confidence of support staff</p>	<p>SENCo</p>	<p>HT/ SENCo</p>
<p>Communication with Parents</p>	<p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</p> <p>Ensure parents can contact SENCO.</p>	<p>On-going</p>	<p>Parent/school communication is strong</p> <p>Parents confidently contact SENCO for support and advice.</p>	<p>SENCo</p>	<p>DHT- Website lead SENCo</p>
<p>Pupil Voice</p>	<p>Children are given opportunities to share their concerns, their views and their ideas.</p> <p>Adaptations are made as needed.</p>	<p>On-going</p>	<p>Children's voices are heard and acted upon.</p>	<p>DHT</p>	<p>HT</p>