



HOLYWELL CHURCH OF ENGLAND MIDDLE SCHOOL

Accessibility Policy for Holywell School

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Responsibility	All staff and the governing body
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Review Date	
Approved by full Board of Governors:	
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Distribution	All staff and governors Open access to parents via school website and school office

Background

Holywell School is a caring, distinctively Christian, community-focused Church of England School. We aim to continue the historic tradition of Church of England Schools by providing a Christian Values-inspired education of the highest quality within the context of Christian belief and practice. As a school, we are a loving, supportive community with high aspirations for all. We promote inclusion, we are proud to belong and we value each individual. We look after each other, believe in second chances and aim to be the best we can be so we can serve and support the common good.

This Access Policy has been written in the spirit of the Church of England's Guidance "Valuing all God's Children" in which we are reminded that "every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value."

"The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

Aims

Holywell School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The

school continually looks for ways to improve accessibility within the school through data collection, parents/carer questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

Specific aims of the policy:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.

The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in June 2019.

If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

Definition

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

In line with the Equality Act 2010 Holywell School does not discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

Practice and Processes

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.

The special educational needs and disabilities coordinator (SENDCo) will work closely with the headteacher and governing board to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

The SENDCo, in conjunction with the headteacher and the governing board, will create an Accessibility Plan with the intention of improving the school's accessibility.

The governing body will be responsible for monitoring the Accessibility Plan.

The SENDCo will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.

During a new pupil's induction at name of school, the SENDCo will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

Admissions

- Holywell School will act in accordance with the Admissions Policy.
- The school will apply the same entry criteria to all pupils and potential pupils.
- We will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- Information will be obtained on future pupils in order to facilitate advanced planning.
- Prospective parents/carers of pupils with an EHCP/statement, students with additional needs and pupils with disabilities are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

Curriculum

- Holywell School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- We aim to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- The subject leader for each subject and the SENDCo will work together to adapt a pupil's One Page Profile and Student Learning Plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons. This will be done through alternative tasks or use of modified equipment.
- Areas of the curriculum that present particular challenges for a pupil will be dealt with on an individual basis.
- The class teacher, in discussion with the pupil and their parents/carers, will ensure that all reasonable adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- There are established procedures for the identification and support of pupils with SENDCo in place at the school. These are discussed with parents/carers.
- Detailed pupil information on pupils with additional needs or disabilities are given to relevant staff in order to aid teaching.
- Specialist resources are available for pupils with visual impairments, such as visualisers, large print reading books and specialist PE equipment.
- Teaching assistants are deployed to implement specific literacy, numeracy and speech programmes in lesson and registration time.

Physical environment

- At Holywell School, we are committed to ensuring that all pupils, staff and visitors have equal access to areas and facilities within the school premises.
- There are no parts of name of school to which pupils with disabilities have limited or no access.

- The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- Where entrances to the school are not flat, a ramp is supplied for access.
- Wide doors are fitted throughout the school to allow for wheelchair access.
- The corridor flooring and lighting is designed to support those who are visually impaired.
- Adaptations to the outside environment have been made, with support of outside agencies, to ensure the environment is suitable for students who are visually impaired.

Legal framework

This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

This policy should be read in conjunction with the following school policies and procedures:

- Equality Policy and Equality Objectives
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour for Learning Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Improvement Plan

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published. The governing body and headteacher will review the policy in collaboration with the SENCO's support.

Appendix A – Accessibility Plan

Issue What? Who? When?	Outcome criteria	Review
<p>1. Short term WHAT? Improve accessibility for visually impaired students WHO? SENDCo WHEN? 2018-2019</p>	<p>Risk assessment with Visual Impairment Team to identify hazards</p> <p>Improved resources for students to access mainstream lessons</p> <p>Improved movement around the site</p>	
<p>2. Medium term WHAT? Make the site more accessible for students with physical disabilities WHO? SENDCo, HT WHEN? 2019-2020</p>	<p>Risk assessment to be carried out with Access and Inclusion</p> <p>Access to buildings to be reviewed and SIF bid 2019 to be formulated</p> <p>Access to new buildings to be included in planning and delivered for Sept 2018</p>	
<p>3. Long term Ensure expansion work and growth includes planning for students with disabilities WHO? SENDCO, HT WHEN? 2020-2021</p>	<p>Risk assessment to be carried out with Access and Inclusion</p> <p>Review of needs of site and accessibility plan drawn up</p>	