



Accessibility Policy for Holywell School

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Responsibility	All staff and the governing body
Reviewed by Ethos Committee	May 2022
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Approved by Headteacher	June 2022
Storage; (i) Electronic (ii) Hard Copy	(i) Google Drive and on school website (ii) Policy file.
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 students 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 student 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, students, parents/carers and visitors.

Specific aims of the policy:

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

This is a 3-year policy. 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 students 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 student, parent/carer or colleague.

The special educational needs and disabilities coordinator (SENDCo) will work closely with the headteacher and governing board to ensure that students 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 students' disabilities or medical conditions where necessary.

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

Designated staff members will be trained to effectively support students 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 students and potential students.
- We will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the school.
- All students, 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 students in order to facilitate advanced planning.
- Prospective parents/carers of students with an Education, Health and Care Plan (EHCP), students with additional needs and students with disabilities are invited to a transition meeting prior to the student starting the school in order to discuss the student's specific needs.

Curriculum

- Holywell School is committed to providing a healthy environment that enables full curriculum access, which values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs.
- No student 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 students to feel secure and make progress.
- The subject leader for each subject and the SENDCo will work together to adapt a student's One Page Profile, with advice sought from outside agencies where appropriate, to allow all students to reach their full potential.
- Physical Education lessons will be adapted, wherever possible, to allow students 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 student will be dealt with on an individual basis.
- The class teacher, in discussion with the student 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 students with SEND in place at the school. These are discussed with parents/carers.
- Detailed student information on students with additional needs or disabilities are given to relevant staff in order to aid teaching.
- Specialist resources are available for students 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 students, staff and visitors have equal access to areas and facilities within the school premises.
- There are no parts of Holywell to which students 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 Students 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 SENDCo's support.

Accessibility Plan

2022-2023

Issue What? Who? When?	Outcome criteria	Review September 2022
Short term WHAT? WHO? SENDCo WHEN? 2022-2023		
Medium term WHAT? WHO? SENDCo, HT WHEN? 2022-2023		
Long term WHAT? WHO? SENDCo WHEN? 2022-2023		

Accessibility Plan

2021-2022

Issue What? Who? When?	Outcome criteria	Review September 2022
Short term WHAT? To provide additional provision to accommodate needs of students with severe visual impairment WHO? SENDCo WHEN? 2021-2022	Further development work and adaptation of resources working in collaboration with Central Beds VI Team. Review targets on EHCP and ensure these are reviewed and revised yearly. Source additional equipment to aid students in accessing learning.	

	To ensure that appropriate visual adaptations are made to class work to ensure full inclusion in all lessons.	
<p>Medium term</p> <p>WHAT? Support students to be more independent and adapt to ongoing needs.</p> <p>WHO? SENDCo, HT</p> <p>WHEN? 2021-2022</p>	<p>Review support with parents and students.</p> <p>Review barriers to learning in class and actions put in place – e.g. Staff INSED</p>	
<p>Long term</p> <p>To ensure all staff gain a broader understanding of how to support students with visual impairments</p> <p>WHO? SENDCo</p> <p>WHEN? 2021-2022</p>	<p>In depth training for Teachers and TAs who will work alongside students with visual impairments.</p> <p>Regular reviews of strategies used throughout the year.</p>	

Issue What? Who? When?	Outcome criteria	Review May 2021
<p>Short term</p> <p>WHAT? To provide additional provision to accommodate needs of students with severe visual impairment</p> <p>WHO? SENDCo</p> <p>WHEN? 2020-2021</p>	<p>Risk assessment with Health Team to identify hazards.</p> <p>Contact with Central Beds VI Team.</p> <p>Walk round school site with site agents and VI Team to identify hazards. This is to enable improved safe movement around the site – students are more independent.</p> <p>Source additional equipment to aid students in accessing learning – Kindle/iPad/PE equipment.</p> <p>To ensure that appropriate visual adaptations are made to class work to ensure full inclusion in all lessons.</p>	<p>Completed</p> <p>Regular updates and collaborative working to trial new devices to enable access to curriculum</p> <p>Completed September 2020</p> <p>Completed – collaborative working with parents, students and VI team to provide the most suitable equipment.</p>
<p>Medium term</p> <p>WHAT? Make the site more accessible for students with visual impairments</p> <p>WHO? SENDCo, HT</p> <p>WHEN? 2020-2021</p>	<p>Risk assessment to be carried out with Access and Inclusion</p> <p>Access to buildings to be reviewed and actions put in place – e.g. Staff INSED, Access arrangements for PE reviewed</p> <p>Walk round school site with site agents and VI Team to identify hazards. This is to enable improved safe movement around the site – students are more independent.</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p>
<p>Long term</p> <p>To ensure all staff gain a broader understanding of how to support students with visual impairments</p> <p>WHO? SENDCo</p> <p>WHEN? 2020-2021</p>	<p>Staff training to take place at the start of academic year to ensure a good understanding of the needs of students with visual impairments.</p> <p>In depth training for TAs who will work alongside students with visual impairments.</p> <p>Regular reviews of strategies used throughout the year.</p>	<p>Completed</p> <p>Completed</p> <p>Completed termly – parents are very pro-active</p>

2019-2020

Issue What? Who? When?	Outcome criteria	Review June 2020
<p>Short term</p> <p>WHAT? Improve provision for students with cerebral palsy and address mobility issues</p> <p>WHO? SENDCo</p> <p>WHEN? 2019-2020</p>	<p>Risk assessment with Health Team to identify hazards</p> <p>Cerebral Palsy Training for specific TAs</p> <p>Improved accessibility around the site – specific needs of CP students have been reviewed with parents/carers (Oct 19)</p> <p>Regular discussions with OT and Social Worker to ensure needs are being met</p>	<p>Risk assessment completed.</p> <p>Training attended and impact to be reviewed. Further training to be offered if and when required.</p> <p>Review provision and continue to work with physiotherapists and OT to address issues – to be reviewed.</p> <p>Ongoing</p>
<p>Medium term</p> <p>WHAT? Make the site more accessible for students with physical disabilities</p> <p>WHO? SENDCo, HT</p> <p>WHEN? 2019-2020</p>	<p>Risk assessment to be carried out with Access and Inclusion</p> <p>Access to buildings to be reviewed and actions put in place – e.g. Staff INSED, Access arrangements for PE reviewed</p>	<p>Completed.</p> <p>Additional review with SEND Team.</p> <p>Delivered and completed.</p>
<p>Long term</p> <p>Ensure expansion work and growth includes planning for students with disabilities</p> <p>WHO? SENDCO, HT</p> <p>WHEN? 2019-2020</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>	<p>New classroom block and Sports Hall designed with students with disabilities in mind to allow full access. Further planning for the future will need to continue to address this issue.</p>

2018-2019

Issue What? Who? When?	Outcome criteria	Review July 2019
<p>Short term</p> <p>WHAT? Improve accessibility for visually impaired students</p> <p>WHO? SENDCo</p> <p>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>Risk assessment completed.</p> <p>Some resources acquired – visualizers need replacing.</p> <p>Students happy with site.</p>
<p>Medium term</p> <p>WHAT? Make the site more accessible for students with physical disabilities</p> <p>WHO? SENDCo, HT</p> <p>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>Completed. Additional review with SEND Team</p> <p>SIF bid unsuccessful – will re-try.</p> <p>Delivered and completed.</p>
<p>Long term</p> <p>Ensure expansion work and growth includes planning for students with disabilities</p> <p>WHO? SENDCO, HT</p> <p>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>	<p>New classroom block and Sports Hall designed with students with disabilities in mind to allow full access.</p> <p>Further planning for the future will need to continue to address this issue.</p>