



Holland Junior School

ACCESSIBILITY PLAN 2019 - 2022

INTRODUCTION

Holland Junior School recognises its duty under the DDA (as amended by the SENDA):

- not to treat disabled people less favourably
- to take reasonable steps to avoid putting disabled people at a substantial disadvantage
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- to publish an Accessibility Plan

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

PURPOSE OF THE PLAN

This plan shows how Holland Junior School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. There have been no significant additions/alterations to the school environment other than to the playground over the past two years. Currently the Years 5 and 6 classrooms are upstairs and therefore not accessible to persons in a wheelchair/unable to walk up/down stairs, however we are able to make alternative arrangements where necessary.

METHODOLOGY

The Accessibility Plan has been compiled by the SENCo in close consultation with the Headteacher, Bursar and the link governor for SEN. The plan has been considered by existing parents in our community of children with disabilities and adults associated with the school who have a disability.

Key Objectives:

- To increase access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school trips/visits)
- To make the school more accessible to disabled pupils, staff and parents, including those affected on a short term basis – for example, if the use of crutches or a wheelchair is required for a fixed period

Target/Issue	Action Required	Timescale	Resources & responsibility	Outcome
Ensure all works completed on the premises reflects the needs of disabled users	Eg. DDA compliant, handles/vision panels at suitable heights	Ongoing/ as per any new project	Bursar Site manager	All changes to the premises reflect the needs of disabled users
To be aware of the access needs of disabled children, staff, governors and parents, carers	To create access plans/Risk Assessments/Personal Evacuation Plans for individual disabled children To ensure parents, staff, visitors and governors can access key areas of the school eg. those used for meetings, ask for feedback with regards to any problems with access to any areas of the school from all users – those requiring wheelchair access or who struggle to use stairs.	As required Ongoing	SENCO Bursar Site Manager	Individual plans are in place for disabled pupils and all necessary persons are aware of pupils' needs. Parents/staff/visitors/governors continue to have full access to all areas of school (The Library and Years 5 and 6 are on the second floor so not accessible to wheelchair users. We are able to make alternative provision for classrooms by switching Year groups with ones currently on the ground floor).

Possibility of obstructions to pathways e.g. shrubs interfering with wheelchair access	Site manager to monitor regularly and ensure removal of obstructions to footpaths Liaise with parents to help identify any pathways around the school that are difficult to access	Half termly checks	Site Manager Bursar	Footpaths/gateways etc. are kept clear and there are no obstructions for disabled users
Some downstairs classrooms cannot be easily entered from outside by wheelchair users due to doorsill height differences	Investigate feasibility of a ramp leading up to Y3 and Y4 classes at same height as doorsill	By Spring 2020	Site Manager Bursar	Disabled users can more easily exit/enter lower floor classrooms from/to playground areas
Ensure all persons are fully aware of disability issues	Review staff training as necessary Look to ensure that our curriculum is as 'inclusive' as possible with a particular focus, initially on PE and sports which include all children – liaise with Physical and Sensory Support for training opportunities Carefully differentiated tasks should be planned for lessons and homework Develop links with a special school	Ongoing	SENCo and identified class teachers	Staff prepared and informed about how best to meet individual needs All children engaged and included in learning
Consider and carefully plan for transition for any pupils with SEND from KS1 to KS2 and KS2 to Secondary Schools	Consideration of available rooms, the use of which may need to be changed to maintain inclusive practices (e.g. use of Art Room or Music Room as classrooms)	Ongoing	SENCo Bursar Governors	Children who join Holland Junior School with SEND or who may during their time at school develop SEND are able to stay until Year 6

	<p>Clear plan which will show: who is informed when of any changes; adequate time is given to making any necessary changes to the locations (including any refurbishments which will be necessary).</p> <p>Close liaison and information sharing within school for children as they move through the school and with their next setting. This may include – taster days; visits with a SEN Assistant</p>		Advice from external professionals as necessary	Transition points are managed smoothly with as little distress to the pupil as possible.
To ensure the school continues to develop children's awareness of disability.	<p>Ensure there are learning resources (books etc) that show positive examples of people with disabilities in a positive light. Assemblies will, at times, focus on disability (linked to our school values). E.g. Anti-bullying week. Continue to look to invite people with disabilities to speak to the children (e.g. Paralympian Ann Wil). Charity link to be fostered and maintained. Continue to take work placements from Moorhouse school.</p>	Ongoing	All teachers who lead assemblies	<p>People with disabilities are seen in a positive light.</p> <p>The children are educated with regards to equality and how to manage disability</p>
Trips and Visits – all school trips (including Residential	Staff to plan trips/visits which will be accessible for	Ongoing	Class teachers EV Coordinator	Children with SEND are not excluded from activities

trips where possible) need to be accessible to all pupils	their whole year group – seek advice from EV Coordinator – risk management as necessary		Headteacher SENCo	
Access to during/after school clubs	Ensure disabled pupils can take part in during/after school activities	Ongoing	SENCo PE Coordinator Club Leaders Outside agencies providing clubs	Children with SEND are able to join school clubs if they wish
Access to information- Consider availability of and access to information to blind and hearing impaired stakeholders where necessary	Regular assessment of needs Regular consideration to font/size/typeset of school correspondence Consult Physical and Sensory Support Visually Impaired/Hearing Impaired advisory teachers as necessary	Ongoing	Bursar Site Manager SENCo	Partially sighted/hearing impaired stakeholders have access to correspondence
Visibility of information (including signage) on display in school	As above	Ongoing	Bursar Site Manager SENCo	Visually impaired stakeholders can access information displayed around the school (including signage)

PLAN AVAILABILITY

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation

The plan is valid for three years 2019-22 and is reviewed annually.