Adopted:	February 2023
Next review:	February 2026
Approved by:	Local Governing Body
Responsibility of:	SENDCo
Trust or School Policy:	School

Holycroft Primary School Accessibility Plan

Contents:

1. **Statement of intent**

    This plan outlines how Holycroft Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

    A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

    This plan aims to:

    - Increase the extent to which pupils with disabilities can participate in the curriculum.
    - Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
    - Improve the availability of accessible information to pupils with disabilities.

    This plan is reviewed every three years to take into account the changing needs of the school and its pupils and will complement Trust and School Equality Objectives. The plan is also reviewed where the school has undergone a refurbishment.

    This will also be published on the School's website.

2. **Legal framework and References to Other Policies**

    - [Equality Act 2010 (Schedule 10)](#)
    - NSAT Equality and Diversity Policy
    - NSAT Equality Objectives
    - SEND Policy and SEND Information Report
    - Health & Safety Policy
    - Curriculum Policies
    - School Improvement Plan
    - Behaviour Management Policy

3. **Duties and Responsibilities**

The priorities for the Accessibility Plan were identified by:

- The Headteacher   Mr Geoff Morrison
- The Business Manager   Mrs Clare Clark
- SENDCo   Mrs Beverley Beattie
- SLT   Mrs Hannah Hurd (Deputy Head)

The local governing body will have:

- Annual oversight on the progress and implementation of the accessibility plan

4. Accessibility Plan – Curriculum

Overview				
Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;				
Initiative	**Recommendations/Actions**	**Responsibility**	**Timescale**	**Status**
Promote accessibility of the curriculum to staff members	SLT will support Curriculum Leaders to develop a curriculum that is accessible to all pupils. On-going quality assurance will be implemented to help ensure quality first teaching, differentiation and appropriate adaptations are made to support pupils of all needs and abilities. Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	SLT	2022-2023 Ongoing	
Differentiation in teaching / resources	A differentiated curriculum with appropriate adaptations and alternatives offered when necessary. Sharing of best practise and CPD relating to the 'Fundamentals for Inclusion' training from Bradford's Specialist Teaching Service.	SLT SENDCo Phase Leaders	2022-2023 Ongoing	

	Purchase resources and aids. Specialist resources to support learning and access to the curriculum. Adjustments will be made in line with pupil Individual Education Plans.			
Interventions	Interventions will be offered to pupils depending on their need. These will be delivered on a 1:1 basis or in small group situations. Specialist teaching service referrals and professionals identified for further advice.	SENDCo Phase Leaders Physiotherapists	Ongoing	
Staff training in supporting pupils with SEND focus on key areas of need	CPD for all staff on a range of SEND needs. Training on frequently occurring needs or bespoke sessions will be delivered on an ongoing basis.	SENDCo External professionals	Ongoing	
Classrooms are organised for learners with additional needs	Classroom layout will be carefully considered for those children with physical difficulties, sensory impairments and SEMH needs. Wheelchair users to have clear pathways so they can access the classroom effectively.	SLT Teaching and non-teaching staff	Ongoing	

5. Accessibility Plan – Physical Environment

Overview				
Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;				
Initiative	**Recommendations/Actions**	**Responsibility**	**Timescale**	**Status**
Corridors/paths	Ensure corridors are clear with one way systems; children to walk on the left hand side enabling wheelchair users and children with vision impairment to have access to clear pathways.	All staff	Ongoing	
Wheelchair access	Ramps available at each entrance into the school building and to the Nurture Unit. Lift access to the upper floor from the main entrance. Ensure classrooms have clear access via doorways for wheelchairs and the classroom layout is accessible for all; wheelchair users will be able to manoeuvre around the classroom environment. Changes to room layouts made if required.	Site Manager Business Manager SENDCo Class teachers	Ongoing	
Disabled Parking	Ensure the designated disabled parking bays are available for wheelchair users who may be visiting the school.	Site Manager Business Manager	Ongoing	

	Ensure signage for bays is clear.			
Disabled Toilet	Ensure disabled facilities are clearly marked. Disabled toilet by the main office, the upper floor by the lift and in the Nurture Unit. Maintenance Team to ensure in fully working order. Ensure disabled toilets are available to parents and children during events such as parent afternoons/performances.	Site Manager	Ongoing	
Changing and Shower Facilities	Staff using the changing facilities will be guided or given direct training by the appropriate NHS/SCIL Team representative. Maintenance Team to ensure in fully working order.	Site Manager SENDCo	Ongoing	
Lifts	Ensure lifts are serviced regularly. Any issues to be reported immediately to the Site Manager. Visitors and children with physical difficulties to be escorted by a member of staff when using the lift.	Site Manager All staff	Ongoing	
Stairs	There are handrails on both side of all existing staircases. They will be checked and maintained regularly to ensure they continue to be safe.	Site Manager	Ongoing	
Lighting	When carrying out refurbishments, school will take into consideration sensory impairments and make appropriate changes to lighting and colour schemes.	Site Manager Business Manager SLT	Ongoing	

| Sensory spaces | Use of Sensory/calm spaces in classrooms and shared areas to support children requiring this. Provide quieter work spaces for children with specific requirements. | SLT

Teaching staff | Ongoing | |
| Pupil Safety | Create risk assessments/plans/ emergency evacuation plans/ care plans in response to emerging pupil need. | SLT

Business Manager | Ongoing | |

6. Accessibility Plan – Information

Overview				
Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.				
Initiative	**Recommendations / Actions**	**Responsibility**	**Timescale**	**Status**
Ensure that information on the website is accessible including English as an additional language	Ensure that language preferences are clearly visible on the school website so visitors can access information. Regular contact with ICT support to ensure any accessibility issues are resolved including the ability to access a wide range of language options.	NSAT ICT Team SLT	Ongong	
Website is accessible to all users with SEND / a disability	Research effective ways to ensure that the school website is accessible to all users with SEND. For example: auditory features and/or font differentiation for those with visual impairments.	NSAT ICT Team	Ongoing	

Appendix A - Document Control Sheet

Dissemination	**How will the policy be disseminated?** This policy will be disseminated to Teaching and Associate Staff by the SENDCO. Staff will sign to say that they have read and understood the policy. Distributed for reading to Governors. Uploaded onto the website for all stakeholders. **Who should read the document?** • All staff • Governors
Implementation	**How will the policy be implemented?** The policy will be implemented on a day to day basis, it will be led by the SENDCO and Headteacher.
Training	**What formal training is required and who requires training?** Training needs will be assessed on an ongoing basis and Appraisal meetings.
Monitoring & Audit	**How and where compliance with the policy will be monitored and audited and by whom?** Discussion with staff for understanding of content and responsibilities. Compliance to be monitored by our SEND Governor.
Statutory Requirement	Is the policy a….. ☑ Statutory Policy ☐ Mandatory Policy ☐ Good Practice
Website Publication	☑ Yes ☐ No

Revisions

Version	Description of Change	Date