

## Holmfirth J I & N School

### Accessibility Plan September 2020- August 2023

#### Introduction:

The school recognises its duty under the DDA (as amended by the SENDA) and the Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- 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 in the National Curriculum 2014 and the EYFS curriculum, 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.

The school building is made up of 3 areas – one old (main entrance, hall, offices, KS2 classes, staffroom, library) one built in early 1990's (KS1 classes) and one recently refurbished (FSU classes).

<b>Key Issue/Focus of Development:</b> All aspects of school are accessible to all stakeholders	
<b>Current Position:</b>	
1. Physical Environment	Access from the older part of school to the newer end of school is on 2 levels with access between levels being via a small flight of stairs, there is a large wheelchair lift to gain access to the FSU level and there is a small chair lift from the KS1 reading area to the KS1 classrooms. However, the FSU and KS1 classrooms can be accessed from the playground. Classroom size would, in most cases, inhibit wheelchair movement. Classrooms are carpeted which is helpful to those with hearing impairments. There is a disabled toilet and door widths make wheelchair access possible throughout the school. Special diets i.e. for those with food intolerances are catered for by the LA catering staff.
2. Education & Related Activities	There is a high level of differentiation which allows access to the curriculum for all children. Teaching assistants/ teachers provide additional support for those experiencing difficulties accessing the curriculum. Children with hearing and visual difficulties are seated appropriately.
3. Provision of Information	We ensure work is presented in a range of different forms for those children with communication difficulties; ensuring physical access to all work. We ensure that all communication with parents is in easy to read font i.e. Arial. Alternative recording methods are available for those who require it. Appropriate resources are provided, where necessary, to ensure full access to the curriculum

## Holmfirth J I & N School

### The 3 areas to be considered in this action plan are:

**a) Improving the Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

**b) Improving Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts and private services

**c) Improving the Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

**Overall person responsible:** Julian Rose - Headteacher and Governor for Inclusion

	Target	Strategies	Outcome	Timeframe	Monitored by	Updates
<b>Short term</b>						
1.	Ensure parents/carers with disabilities have equal opportunity to access information from school.	Highlight on school website that documentation that goes to parents that it is available in larger print on request.	Format of documentation altered appropriately if required.	As required	Resources Committee	
2.	Ensure the curriculum can be accessed by all children	Check resources are not a barrier to any individual or group's access to the curriculum, especially for remote learning	All children access all aspects of the curriculum.	Ongoing	Resources Committee	Remove barriers to Remote Learning by identifying pupils who may not have adequate access to online learning devices/internet connection and ensuring that they are loaned IT equipment if needed

## Holmfirth J I & N School

3.	Any redecorating work within the school is sympathetic to the visually impaired (VI).	Advice taken re-lighting and colour schemes before any further decorating takes place.	The school is decorated in a way that is sympathetic to the VI	As required		
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	Target	Strategies	Outcome	Timeframe	Monitored by	Updates
<b>Medium Term</b>	To ensure the school continues to develop children's awareness of disability.	<p>Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. Invite people with disabilities in to school</p> <p>Engage with Disability Awareness weeks in school. Use opportunities to show people with disabilities in a positive light: example = Paralympics</p>	Children have a clear understanding of and speak positively about the achievements and successes of those with disabilities	<p>Ongoing</p> <p>Where available and appropriate to work in school</p> <p>Audit assembly cycle to ensure this is built in</p>	Resources Committee	
<b>Long term</b>	Plans to further develop the building take DDA issues in to account	Work with LA and architects when planning modernisations.	The building is accessible for all where possible.	Depending on when additional funding is available	Resources Committee	

### Publication

This Accessibility Plan will be published on the website and will be available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters and on the website.

### Reporting

This Scheme will be reported on annually and reviewed by the Governing Body every 3 years. Progress against the action plan will be evaluated and the impact of the action and activities assessed. This report will be made available as a separate document and will be available on the school website.