



Holbrook C of E Primary School

Accessibility Plan 2024-2027

Document name	Disability Equality Scheme & Accessibility Plan
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This Disability Equality Scheme and Accessibility Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Physical Environment

Holbrook CE Primary School is a Victorian building with additions made in 2000 and 2010. The site is one building. Inside, there are there are steps in two places through the building and the offices and staffroom on a second floor. There is a stepless access to all the teaching areas in school.

Outside there are two playgrounds and a field. The back playground is accessed via steps, but with an alternative route without steps. The field has a slope.

The school is equipped with an accessible toilet with handrail and an emergency pull cord. Doors are accessible for wheelchair access.

The school does not have its own carpark. There are places to park near the side entrance of school but not close to the front gate which is on a main road.

The school has internal emergency signage and emergency lighting. All escape routes are clearly marked.

Curriculum

We ensure our curriculum is inclusive for all and seek, through ongoing CPD to develop staff knowledge – both of the curriculum and of how children learn – we aim for outstanding teaching and learning for all children. We aim to meet every child's needs within our mixed ability classes and use extra adult support and the support of outside agencies to help us achieve this. A key commitment of the school is that all children are able to participate fully in our enrichment program.

Information

Information is shared through email, text and on the school website, with paper copies available from the office. Large print documents are also available.

Management, Co-ordination and Implementation

The governors and the senior leadership team (including the SENCO) will consult with outside agencies and the Local Authority if and when new situations regarding children with disabilities arise.

Improving Access to the Physical Environment

Target	Strategies	Completion Date	Responsibility	Success Criteria
School is aware of the access needs of disabled children, staff & parents/carers	Create access plans for individual disabled children/adults as part of the Risk Assessment/MEP process which identify routes around school. To consult and work with the whole school community to gather appropriate information.	On entry to school	SENCO Classteachers Learning Mentor	Individual plans in place for all disabled stakeholders. Use information gathered to plan adjustments. PEEPS Individual Medical Care Plans Personalised Risk Assessments
Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for pupils where appropriate. Ensure designated staff are aware of their responsibilities. Regular evacuation practices (known and unknown).	On entry to the school, and then reviewed accordingly.	Headteacher Governors Designated Staff Critical Incident Policy	All disabled children can evacuate the building safely and quickly in an emergency. Staff are confident in evacuation strategies as identified in their PEEPS These children will go out at the end of their class line with their 1-1. 2 parents have currently given staff permission to carry their child out of the building in the event of an emergency.
The school has disabled toilet facilities.	Ensure a sufficient number of teaching assistants and dinner supervisors are able to support the children who needed to access the disabled toilet when necessary. Care plans and risk assessments in place for children who need intimate care	Ongoing	Headteacher Teaching assistants Sports Coach and Play Leaders.	Staff are competent in their roles if asked to support a disabled pupil. This information would be on PEEP and Risk Assessments.

	Moving and handling training for key staff where need is identified			
Access kept clear though school	Clutter and unnecessary furniture removed through school. School kept tidy and well-maintained.	Ongoing	All staff	Lively and inviting environment maintained.
Improve signage and access for visually impaired stakeholders.	Changed over to LED lighting throughout the school to improve visibility and to be energy efficient. Obtain advice on appropriate styles and colours for signs when required.	Ongoing	Headteacher or deputised member of staff. Site Manager	Signage and access for visually impaired stakeholders is clear.
Ensure all outdoor equipment is accessible for all	Any new additions checked for accessibility by governors before agreement to purchase	Ongoing	Headteacher and governors	
Development of new outside area close to school building which is accessible to wheelchairs	Forest school area designed to allow access	Development Sept 2024 - 2027	Headteacher Site manager	

Improving Access to the Curriculum

Target	Strategies	Completion Date	Responsibility	Success Criteria
To ensure that teaching and learning activities provide opportunities for all pupils to achieve.	<p>Lessons and activities address a variety of learning styles and are effectively adapted.</p> <p>Children have opportunities to work individually and also cooperatively and collaboratively in pairs, groups and whole classes. ICT is used to support disabled pupils' access to the curriculum.</p> <p>IPMs formulated and shared with parents and external agencies.</p> <p>Provision cost mapping ensures best value is achieved for pupils with additional needs. School accesses appropriate equipment specific to a pupils' needs, eg. special grip pens, coloured overlays, writing easels, etc.</p>	Ongoing	Headteacher All staff Governors	Observations of lessons and learning walks and scrutiny of children's work confirm effective differentiation. All pupils are making at least good progress as confirmed by assessment and tracking data, and Foundation Stage scores and End of Key Stage Teacher Assessments.
To ensure all staff are aware of disabled children's curriculum access.	Specific staff training for teachers, teaching assistants and midday supervisors who support disabled pupils, eg. Training for children with autism, SEND or other needs carried out annually.	Ongoing	Headteacher All staff	Staff aware of how they can meet the needs of individual children with a diverse range of learning and behaviour needs. Staff trained and feel confident in supporting specific pupils.
Monitor and track progress and achievement of pupils with additional needs.	<p>SENCO and class teacher meetings.</p> <p>Pupil progress meetings evaluate the progress of pupils with additional needs in each class. FFT and Cromford Grids.</p> <p>Regular liaison with parents.</p>	Ongoing	Headteacher SENCO Class teacher	Children with additional needs are making at least expected progress.

<p>To ensure all pupils participate in physical activities.</p>	<p>Individual access plans for disabled pupils when required. Advice taken from external agencies and parents. Staff trained to enable pupils to access all physical activities. Risk assessments undertaken for specific pupils.</p>	<p>Ongoing</p>	<p>Headteacher Designated staff</p>	<p>All children participate fully in all physical activities.</p>
<p>Ensure all school trips are accessible to all.</p>	<p>Individual risk assessments undertaken for specific pupils. Site visits undertaken by designated staff prior to the visit. Involve parents in decisions. Provide extra support for vulnerable pupils.</p>	<p>Ongoing</p>	<p>Headteacher Educational Visits Coordinator Designated Staff</p>	<p>All children able to take part in school trips safely and confidently.</p>

Improving Access to Information

Target	Strategies	Completion Date	Responsibility	Success Criteria
<p>To provide information that is accessible and easily understood by all.</p>	<p>School information is written in easily understood language. School staff assist parents to access information and to complete forms/documentation. Ask parents how they wish to access information.</p> <p>School's website is used to communicate information to stakeholders.</p> <p>All staff to take care when writing letters and information to try and avoid jargon and complex language. Headteacher to check all information before it is issued.</p> <p>Information may need to be produced in different formats, eg. large print.</p>	<p>Ongoing</p>	<p>Headteacher All staff Governors</p>	<p>Stakeholders can access desired information and understand such information.</p> <p>Communication with stakeholders is effective. Stakeholder satisfaction evaluated through questionnaires.</p>