



the learning trust
the future for education in Hackney

SCHOOL ACCESSIBILITY PLAN: 2019

SCHOOL Holmleigh Primary School

The Disability Act 2001

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to cover education. From 2002, the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA.

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of Holmleigh Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Definition of Disability

Guidance issued by the DfES states that a person has a disability if he or she has a “*physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.*”

“Long term” in the DDA means at least 12 months. “Substantial” means “more than minor or trivial.” This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourettes Syndrome.

AIMS:

The governors and members of the teaching and support staff are fully committed to making Holmleigh a truly inclusive school. We aim to offer a high quality education to all nursery and primary aged children in the community in line with the requirements of the SEN and Disability Act (2001). We have adapted systems and structures: curriculum, building, attitudes and values towards making our school a more 'inclusive' school and recognise that the needs of all children must be accounted for in the decision making process.

At Holmleigh Primary School we welcome and value all children equally no matter what their special need or disability. We are committed to providing equal access, for all children, to a broad and balanced social and academic curriculum, and to the life of the school. We constantly work towards providing a safe, secure and structured environment where all children feel nurtured. We encourage all children to value their own achievements, and provide opportunities for the school community to acknowledge the achievements of all children. We will take all reasonable steps to ensure that nursery and primary aged children with a disability or SEN are not discriminated against, or treated less favourably than other pupils. We understand that achieving our aims will require the full and active involvement of all staff, parents and children. It is our intention to make the school accessible to parents, carers and the wider community in order that they have access to meetings with teachers, social events and extended school activities.

Holmleigh School is committed to:

- Creating a physical environment that enables disabled pupils to access the entire school accommodation and make use of appropriate and supportive facilities.
- Securing greater involvement of disabled pupils in the day to day life of the school
- Ensuring staff have the necessary training to enable them to be effective in the education of children with disabilities
- Raising awareness and increasing the confidence of all staff in teaching and supporting children with a range of needs through regular INSET
- Securing improvements in the attainments of disabled pupils
- A commitment to prioritise sufficient resources to support the actions identified in this plan.

Increasing Access for Disabled Pupils to the School Curriculum

Context

Under disability legislation, curriculum can include:

- Teaching and learning
- The wider curriculum offer
- Clubs and after school activities
- Leisure, sporting and cultural activities
- Educational visits and journeys.

Access for pupils to the curriculum and extra-curricular activities may not only be affected by the condition, suitability and sufficiency of the physical accommodation but also by the way in which the curriculum itself is delivered. One of the key aspects in ensuring accessibility to the curriculum is that all lessons and activities should be planned to enable the effective inclusion of learners with a diverse range of learning needs. The school will work with agencies to provide training for school staff on how to increase accessibility to the curriculum. For example, Makaton training would support staff on how to include pupils with complex needs.

Implementation

Training will be provided for the SENCO, teachers, Teaching Assistants, Learning Mentor and any other staff supporting pupils with disabilities. The training will include:

- On-going information on DDA responsibilities to schools and governing bodies
- Curriculum access for disabled pupils for all national curriculum subjects
- Development of guidance on educational visits and journeys for disabled pupils
- Links between the physical environment and delivery of the curriculum
- Accessible teaching resources
- Disability awareness
- Methods for inclusive literacy & numeracy teaching

Facilities, Resources and Equipment

The school is a single storey, ground-floor building and hence suitable for wheelchair users. The building has wheelchair access to all areas. There is a wheelchair users toilet situated within the main building. All internal rooms and corridors are accessible.

The Pupil Support Team audit the school and grounds once a term to identify barriers preventing access and inclusion to all the curriculum. Current restrictions are within the schools new three year Development Plan.

The Medical Room contains a fold-out bed for unwell children. Two rooms have been adapted for counselling, learning mentor and group work.

AREA TO BE ADDRESSED: Access to the Curriculum

GOALS & TARGETS:

- 1) Develop and enhance knowledge of responsibilities under DDA
- 2) Develop confidence and knowledge for staff in delivering curriculum to all pupils with a disability.
- 3) Enhance access to and participation in National Curriculum and wider curriculum for pupils with a disability.

STRATEGY & IMPLEMENTATION:

- 1) Ensure all staff are trained in responsibilities under DDA. Training to be delivered by SENCO in Spring Term 2008.
- 2) Develop training programme on curriculum access for disabled pupils with a particular focus on Autistic Spectrum Disorder and Speech, Language and Communication. Training to be delivered by Specialist Teachers. Ongoing.
- 3) Ensure Disability Equality Scheme is in place by December 2007.
- 4) Carry out school audit on curriculum accessibility. Identify training needs. (Ongoing)
- 5) Develop expertise on use of P levels for all staff in order to inform planning, teaching and assessment. Training in place by Summer Term 2008.
- 6) Continue to develop guidance on educational visits and school journeys for disabled pupils. SENCO to liaise with Learning Trust through Inclusion Team. Ongoing.

RESOURCES:

- One staff meeting per term for staff training.
- One staff meeting to review of curriculum delivery.
- Two days for developing DES.
- £100 to be allocated for printing of materials.
- Learning Trust staff to deliver training programmes on PECS, Makaton, Language Groups, ASD.

MONITORING AND EVALUATION:

Progress towards meeting the goals and targets will be monitored by:

- Govenors and Working Party for DES.
- As part of the school self evaluation process.

AREA TO BE ADDRESSED: Accessibility of Information

GOALS & TARGETS:

Work with the Learning Trust and use available expertise and knowledge from mainstream and special schools to:

- 1) Develop more accessible teaching resources.
- 2) Identify and implement best practice on delivery of information to disabled pupils.
- 3) Increase availability of written information in alternative formats.

STRATEGY & IMPLEMENTATION:

- 1) Audit teaching materials, text books and other information to assess accessibility and areas for development. Autumn term 2008.
- 2) Develop and widen use of ICT within subject teaching and as a communication medium for pupils with SEN and disabilities. Spring term 2008.
- 3) Identify wherever possible the preferred method of communication with disabled pupils and their parents/carers. Spring term 2008.

RESOURCES:

- £500 per year To be allocated to purchase resources.
- 1 day per year to be provided for co-ordination of audits. SENCO, Headteacher, Senior Teacher.

MONITORING AND EVALUATION:

Progress towards meeting the goals and targets will be monitored by:

- Feedback from parents and disabled pupils
- Govenors and Working Party for DES.
- As part of the school self evaluation process.

AREA TO BE ADDRESSED: PHYSICAL ACCESSIBILITY

GOALS & TARGETS:

- To reduce physical barriers to inclusion
- To work with the Learning Trust to increase accessibility based on the audit of physical access commissioned by the Trust

STRATEGY & IMPLEMENTATION:

- 1) A gradual increase in the availability of physical aids to access the curriculum e.g. enlarged computer screens, specialist seating. (Ongoing)
- 2) Ensure accessibility is considered in all future purchase decisions of equipment. (Ongoing)
- 3) Work with the Learning Trust, neighbouring schools and voluntary organisations to share resources where possible e.g. sensory room (Spring 2009)
- 4) Audit of short term steps that could be taken to improve accessibility e.g. make improvements to changing area. Action of short term measures to be taken. (Autumn 2008)
- 5) Work with the Learning Trust to take forward actions identified in accessibility audit. (Ongoing)

RESOURCES:

- Proportion of budget to be allocated to purchase resources – to be decided.
- One day per year to be provided for co-ordination of audits.

MONITORING & EVALUATION:

Progress towards meeting the goals and targets will be monitored by:

- Govenors and Working Party for DES.
- As part of the school self evaluation process.