



## Accessibility Plan

Autumn 2019



### Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Board of Governors of Holtsmere End Junior School recognises the following duties that this places upon them.

- Not to treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings, so that there is increased access to education for disabled students and to make the school buildings more accessible for disabled persons.
- The planning duties of the DDA imposes three requirements on the Governing Body:
- To increase the extent to which disabled students can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.



### **Definition of Disability**

**“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.”**



### **Holtmere End Junior School Policy**

Holtmere End Junior School’s policy on equal opportunities and disability is to ensure that there is no discrimination against any group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive. The school will continue to seek and follow the advice of Local Authority services, such as specialist advisers and from appropriate health professionals within the local NHS trusts.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Governing Body. The plan attached sets out the Governors’ proposals for increasing access to education for disabled students.




### **Access to the physical environment.**

	Current arrangements	Next steps	Success criteria	Responsible
Physical access to all areas of the school.	All classrooms are fully accessible. There is a ramp to allow access into the Year 3 classrooms.	Maintain good access to the school via pathways and car park. Investigate support needed for	School is fully accessible to all learners.	SLT including SENCO Caretaker

	Pathways of travel around the school site and parking arrangements are safe, routes logical and well-signed.	pupils new to school with an identified disability.		
Access to disabled facilities.	Disabled toilet access (x1)	Consideration of hoist if needed by a pupil in future.	Disabled facilities are fully equipped.	SLT including SENCO Caretaker
Safe and appropriate storage of specialist equipment.	All specialist equipment required is stored securely within classrooms or in the medical room.	Ensure every classroom has an allocated space for storing equipment.	There is safe storage of specialist equipment in every class.	SLT including SENCO Caretaker
Training for use regarding specialist equipment.	Staff supporting disabled pupils are trained to use specific equipment (eg through Community Nurse).	Train any further support staff meeting the needs of disabled pupils requiring specialist equipment.	All staff supporting disabled learners are fully trained.	SLT including SENCO Teaching Assistants School Nurse Specialist Nurse(Eg Diabetes team)

<p>Suitability of the physical environment for visually impaired learners.</p>	<p>Classrooms are well lit to support all pupils. Print is clear and large enough for ALL pupils to read.</p>	<p>Adjustments should be made for individual children new to school based on advice from parents/carers and outside professionals.</p>	<p>The environment meets the needs of visually impaired learners.</p>	<p>SENCO Class teachers</p>
<p>Consideration is given to background noise.</p>	<p>Advice is taken from the Hearing Impairment Team as to how to accommodate pupils' needs, such as room acoustics and noisy equipment and how to set up and use a Radio Aid.</p>	<p>Review with Hearing Impairment Team and stakeholders.</p>	<p>Steps were taken to reduce background noise to allow access for pupils with hearing impairment.</p>	<p>SLT including SENCO Class teachers</p>
<p>School boundaries clearly demarcated.</p>	<p>Main entry system clear from the main gate. Playground signage directs access</p>	<p>Review boundaries with stakeholders.</p>	<p>All areas of the school site are safely demarcated.</p>	<p>SLT Caretaker</p>

	appropriately. School site surrounded by fencing and hedges.			
Emergency and evacuation procedures accessible.	Emergency school alarm systems currently comprise of an auditory component with no visual alert. Staff aware of pupils requiring visual alerts as necessary.	Review emergency and evacuation procedures in line with being accessible to pupils with SEND.	Emergency and evacuation procedures include essential adaptations to ensure pupils with SEND can be safely evacuated from the building.	SLT including SENCo Class teachers
 <b>Access to the curriculum.</b>				
All children have access to the curriculum, differentiated according to need.	There are clear policies for SEND and inclusion. The school offer is clear and details the school policy and responsible staff. There	Review policies with stakeholders. Ensure staff are trained in specific areas of identified need in order to support the needs of the children in	All learners have full and appropriate curriculum access tailored to their needs and abilities. The curriculum is responsive to pupil diversity.	SENCO Class teachers

	<p>are also clear learning and teaching and marking and feedback policies and Pupil Premium policies. Staff seek to mitigate barriers to learning and make reasonable adjustments to ensure access for all pupils. Teachers plan lessons using a Challenge and Choice approach to ensure learning tasks are differentiated to meet the needs of all children and to enable pupils to have ownership of</p>	<p>their cohort. Use pupil voice to develop provision for pupils with SEND. Review and develop a range of resources available to support children with individual needs.</p>		
--	--	--	--	--

	<p>their learning. Holtsmere End Junior school takes a therapeutic approach to managing children's behaviour; all staff are Herts STEPS trained.</p>			
<p>The learning environment is accessible.</p>	<p>All classrooms have interactive whiteboards. Class Ipads and a two sets of Ipads are available to support learning in every classroom. Some individual children with and identified SEND use laptops to record in lessons. Working Walls, visual</p>	<p>Review adaptations and resources in place with pupils and class teachers to ensure learning environment is accessible. Continue to widen non-written methods of recording learning in all areas of the curriculum.</p>	<p>All pupils have access to the learning environment and are supported appropriately.</p>	<p>SLT including SENCO Class teachers</p>

	<p>timetables and Success Criteria are used to ensure access to the learning environment. Wobble cushions, writing slants and pencil grips are used by some children. Classroom resources are clearly labelled. Teachers carefully plan seating positions to meet the needs of children in each class; some individual children have their own clearly identified work space.</p>			
--	---	--	--	--



	<p>The environment is adjusted in order to support the needs of individuals. A therapeutic approach is taken towards supporting positive behaviour for learning; staff are Herts STEPS trained. The Learning Mentor supports groups of children and individuals in order for them to feel ready and able to learn. Pupils requiring specialist equipment, such as those with hearing or visual</p>			
--	--	--	--	--

	<p>impairments, have their provision regularly reviewed.</p>			
<p>There is equal access to sporting opportunities and the PE curriculum.</p>	<p>Staff are given advice and support from external agents, such as Occupational Therapists, on adjustments to be made to ensure equality of opportunity. For example adjustments are made to Sports Day to ensure individuals who have physical disabilities like cerebral palsy and diabetes can fully participate. All pupils participate in</p>	<p>Continue to develop the role of the sports leader in supporting the needs of disabled learners in the PE curriculum. Continue to identify individual pupils with specific SEND and ensure that the necessary adaptations are made to ensure access to the PE/Sports curriculum.</p>	<p>Learners with physical disabilities have access to a suitable, challenging and motivating PE curriculum.</p>	<p>SLT including SENCO Sports Leader PE Leader</p>

	<p>2 lessons of PE a week, often using our specialist coach. All children attend swimming lessons in Year 4; where appropriate staff get into the water with individual children to ensure access to the lessons. Sports clubs are offered including Netball, Football, Marathon Kids and dance. SenCo works closely with outside providers; for example PGL, to ensure adjustments are made to ensure</p>			
--	--	--	--	--

	accessibility for all pupils in sports tournaments and residential trips.			
There is access to music, drama and cultural activities for all.	Music lessons and drama are part of the curriculum across the school. Specialist music teachers teach music to children in Year 3 and 4. All children are taught how to play the drum and a tuned instrument for example the Ukulele and Recorder. A choir club is open to all children. Opportunities to perform are clearly identified for	Continue to review with stakeholders.	Learners have equal access to a broad and culturally rich curriculum.	SLT including SENCO Class teachers.

	<p>example participating in the Young Voices experience at the O2. The school plans cultural enrichment experiences on a termly basis. The school expects that all children will have access to cultural experiences; for example trips to Museums or Kidzania. Individual risk assessments are written for children and adjustments are made to ensure that children can access experiences. This might</p>			
--	--	--	--	--

	include inviting a parent or carer to attend a trip to overcome anxiety, providing 1:1 support or creating a Health Plan for children with diabetes.			
--	--	--	--	--



**Access to information.**

Information is communicated to parents/carers through a variety of media.	Information can be accessed through a wide variety of written forms including newsletters, flyers and posters. On screen, through the school which has a translate button, Parent Mail and through	Continue to review with stakeholders; continue to widen non-written methods to share information.	Parents and carers are fully informed of school, news, policy and practice.	SLT including SENCo
---	--	---	---	---------------------

	<p>Gateway accounts. Every child has an individual Link Book which is completed and taken home every day. Sharing information is done verbally through discussions with school staff. Daily link up time with teachers is available in addition to planned meetings and Learning Review meetings. The school employs a Learning Mentor to help to ensure that all information is communicated</p>			
--	---	--	--	--

	<p>to all families. Some families are supported by a Team Around the Family (TAF) approach and outside professionals that might include Intensive Families First, LINK Family Services, Housing Officers and the School Nurse</p>			
--	---	--	--	--