



THE HOLLINS

**ACCESSIBILITY PLAN**

DRAFT

## **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Hollins looks to adopt any reasonable measures to improve the access to the school and its curriculum for all groups of pupils.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **Legislation and Guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils.</li> <li>• Exam access arrangements for pupils with identified additional needs.</li> </ul>	Ensure curriculum is appropriate and accessible to all pupils.	Annual review of curriculum in light of specific SEND needs of pupils.	HT/AHT/SENDco	Annually – March 2021.	Specific needs identified and appropriate courses of study in place leading to success.

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils but is constrained by the age and design of the building. It is not wheelchair accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Highlighted building features, ends of bannisters, stairs</li> <li>• Floor level mats to ensure safe passage and avoid trip hazards</li> </ul>	<p>Improve, where possible, the physical environment of the school building to meet the needs of our pupils and stakeholders.</p>	<p>Continually review fabric and flooring of the building in light of identified pupil and staff needs.</p>	<p>HT/SBM</p>	<p>Annually – March 2021</p>	<p>Alterations identified and actioned.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Ensure pupils with additional needs can access the curriculum through improved communication.</p>	<p>Investigate alternative resources for EAL pupils and those not accessing the curriculum.  Implement the use of Immersive Reader on Teams for EAL, SEN and dyslexic pupils.</p>	<p>HT/SENDco/AHT  HT/SENDco/AHT</p>	<p>Annually – March 2021  March 2021</p>	<p>Specific needs identified and actioned leading to better curriculum access for identified pupils.</p>

## **Monitoring Arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.

## **Links with other Policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy (Covid)
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

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