



Hollinsclough C of E (VA) Primary School

Accessibility Policy and Plan: 2015 update

Mission Statement

"To encourage the enthusiasm and joy of learning through a creative curriculum and a holistic approach to education that reflects Christian values, supports our community, guaranteeing accessibility and availability to all"



Developing potential

Accessibility Policy and Plan 2015 - 2017

Pre-amble

The Equality Act (2010) has now subsumed all the legislation previously contained within the Special Needs and Disability Act (2001) which stated that schools have three key duties towards disabled pupils under part 4 of the Disability Discrimination Act –

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

We recognise that everyone coming to our school needs to be able to develop their full potential. Therefore we value the self-esteem, confidence, satisfaction and enjoyment that come through effort and achievement, with this we have a sense of responsibility for each other and the community as a whole.

Hollinsclough Primary School is committed to admitting pupils, employing staff and welcoming visitors with disabilities, whenever this is appropriate and possible.

We are a very small school, and our facilities have through improved dramatically in recent years. The general layout and design of the school building and grounds presented a number of interesting challenges when catering for the needs of all stakeholders, a challenge that we feel we have managed to achieve on a restricted budget and limited access to willing contractors.

Roles and Responsibilities

Our Senior Management Team (SMT) will;

- Ensure that all staff are supported through the appropriate professional development in order to ensure that they have the ability to personalise learning for all pupils irrespective of any impairment.
- Foster and support open channels of communication between our Governors, Staff, Pupils and Parents / Carers as part of this process.
- Enable the evaluation, review and improvement of provision for less able pupils on the basis of both identified and possible need.

Our Headteacher will;

- Act as an advocate for the needs of disabled students.
- Ensure that disabled students receive appropriate recognition, support and challenge.
- Exemplify effective strategies to use with identified students in their own professional practice and, working with the senior management team, provide professional development support for colleagues.

School staff in partnership with the school council will;

- enable pupils to aim for high standards of achievement and attain their potential
- be involved in the evaluation, review and improvement of provision for less able peers

Monitoring Progress

The monitoring of the outcomes of this policy and plan will inform all through regular meetings with the various groups that make up the stakeholders affected / supported by it.

Achievements

Our governors, recognise their responsibility to provide resources and facilities that can meet a child's individual needs and over the last few years with their support we have made changes in line with the Accessibility Plans of the time. These changes have included ramped access to all main parent and pupil doors, doorways have where physically possible been widened to facilitate access, with new doors with contrasting colours between the door frame, door and handles (white frames and blue doors with yellow handles) to facilitate access for visual impairment and wheelchair access.

We strive to give all stakeholders the means to overcome restrictions created by personal challenges, in order to offer equal access to the curriculum and to make the building truly accessible to all users.

Our revised plan for 2015 onwards reflects a rolling programme of improvements to the building and grounds, focusing on maintaining compliance with current and future DDA requirements and codes of practice, within the limits of available capital budget.

Equality Duty

We have carefully considered and analysed the impact of our Accessibility Policy and Plan on equality and its possible implications for pupils and other stakeholders with protected characteristics. This approach is offered as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

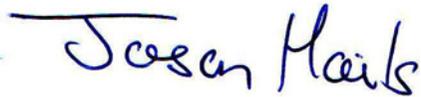
Implementation of this procedure / policy

Our school will manage implementation of this procedure / policy with the support and guidance of appropriate bodies as and where required.

General

This procedure / policy and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision / requirement to ensure full access to all.

Signed...



Designation: Chair of Governors

Date... December 2014

Signed...



Designation: Headteacher

Date... December 2014

This procedure / policy is to be reviewed by Governors no later than October 2017

Date of Original: September 2009 / Revised October 2012 / October 2014

Accessibility Plan 2015 onwards

Overarching Theme	Ensure ongoing compliance with current and possible future DDA and Codes of Practice.	Inform staff and governors of requirements and obligations of DDA, and amend the Accessibility Plan through a rolling approach change.	Staff and governors informed through meetings
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Whilst we have always strived to maintain the basics of access for all, it is difficult to know what this access requirement may mean for our school in the future, therefore given the variability surrounding individual circumstances, we will on some occasions be reactive rather than pro-active

	Targets	Actions	Outcome	Comment	Led by	Date Achieved
Current	<p style="text-align: center;">Toilet Refurbishment</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Website access and visual perception</p>	<p>All toilets refurbished to provide an easy to clean environment, using colour variations to assist those with eyesight problems. Improvements to disabled toilet / shower-room within current building restriction to improve compliance in relation to access and usability</p> <p style="text-align: center;">-----</p> <p>Purchase of BrowseAloud a programme that will provide a verbal output of the webpage text to all users.</p> <p>Use of pastel colours to in support of our Dyslexia friendly status and to reduce eye-strain generally</p> <p>Access to foreign language translation services</p>	<p style="text-align: center;">Works completed</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Ongoing commitment</p>		SM	Nov 2014

Short Term	<p>Maintain the school Dyslexia Friendly Status through the presentation and availability of written materials in alternative formats when required.</p> <p>Increase the means of alternative access</p> <p>Apply ongoing updates to the school website in line with current requirements</p>	<p>To review the provision for converting written information into alternative formats.</p> <p>Place more information in parent areas of the Learning Platform</p> <p>Update the school website if required; maintain awareness of current and future challenges.</p>	<p>If needed the school will provide written information in alternative formats.</p> <p>Library of information on the LP and on the school intranet</p>	<p>These targets can be achieved relatively quickly, with completion within the current financial year.</p>	SMT	ongoing
Medium Term	<p>Maintain a rolling programme of Training for teachers and teaching assistants on differentiating the curriculum for all pupils with special needs.</p> <p>Increasing access to the curriculum through the use of an evolving Learning Platform</p>	<p>The school makes itself aware of any future admissions where training will be required to support a child with special needs.</p> <p>Staff to attend relevant training.</p> <p>The school will ensure resources required to support a child with special needs are available and can work in tandem with those available to their peers.</p>	<p>Members of staff are able to more fully meet the requirements of ALL children's needs regardless of ability through products and methodologies that promote access to the curriculum</p>	Ongoing	SMT	ongoing
Long Term	<p>Maintain effective physical access and to identify possible areas for improvement when opportunities present</p>	<p>Identify additional funding streams / initiatives</p>	<p>Buildings and Grounds that are open to all</p>	Ongoing	SM	ongoing