



Holdbrook School and Nursery

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Signature: **Date:**

Headteacher

Signature: **Date:**

Chair of Governors

Review Date: February 2020

Holdbrook Primary School

Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

He or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Holdbrook Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Holdbrook Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

The Holdbrook Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Behaviour Policy

Health & Safety Policy

Special Educational Needs and Disability Policy

The Accessibility Plan for physical accessibility relates to the Accessibility Audit of the School, which remains the responsibility of the governing body. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

The Governing Body, Head Teacher, SENCo and Site Manager

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 action by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all children. We use resources tailored to the needs of children who require support to access the curriculum. The curriculum is reviewed to ensure it meets the needs of all children. Curriculum progress is tracked for all children, including those with a disability.	Improve the curriculum to include examples of people with disabilities. Develop children's awareness of	Assemblies to include learning about disability EYFS lead to research and purchase resources that reflect a range of people with disabilities. (e.g. Small World play figurines.) English Co and SENCO to ensure individual reading books include characters with different abilities.	DHT EYFS co Eng co and SENCO	Aut 18 Sum 18 Aut 17	Staff and children have a greater awareness of those with disabilities

	Challenging targets are set appropriately for pupils with additional needs.	disability and how it impacts life.	Year 5 to participate in a community outreach project Dragon's Den.	Y5 T	Aut 17 Spr 18	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils, parents/carers and staff as required. This includes Ramps Disabled parking bay Disabled toilets and changing facilities	Improve access to main office for parents / carers, visitors, children and staff	New front entrance	HT / SBM	Sum 17 / Aut 17	The school building permits reasonable access to disabled persons.
Improve the delivery of information to pupils with disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Use of Makaton in EYFS Office staff support parents to complete forms. Paper copies of policies available Website can be translated	Develop school signage (including pictorial representations)	School Business Manager, site manager and SENCo to seek advice and quotes from signage companies	SBM, SM and SENCo	Sum 18	The school building permits reasonable access to all persons including those with a disability.

Appendix 1: Accessibility Audit

Feature	Description	Action to be taken	Person responsible	Date to complete actions by
Building - number of storeys	1	N/A	N/A	N/A
Corridor access	All corridors are at least 0.9m in width allowing for manoeuvrability for wheelchair users.	Limit obstacles in corridor - move storage furniture	Site Manger	Aut 17
Parking bays	Designated disabled parking bay	None	N/A	N/A
Entrances	All entrances are wide enough for wheelchair access. Consider automatic doors for front entrance New Reception class door to outdoor area with ramp Dining room emergency exit improvement	SBM to cost Replace window with door and build ramp New exit door from the dining room to outside.	SBM SBM SBM	Sum 18 Sum 17 Sum 17
Ramps	Step free access to all areas of the school.	N/A	N/A	
Toilets	Toilets accessible to disabled persons available in two or three buildings.	Maintain facilities	Site manager	Ongoing