



HOLLICKWOOD



Accessibility Plan

2022-3

Date Ratified	Policy created December 2022 Awaiting Ratification	Next Review	December 2023
Governor Link		Committee	Full Governing Body
Staff Link	Head of School Jo Kennedy office@hollickwood.barnet.sch.uk TEL: 020 8883 6880		

Statement of Intent

This plan outlines how Hollickwood Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Executive Head, Head of School, School Business Manager and other relevant members of staff.
- Governors.
- External partners.

(1) Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

This plan should also be read in conjunction with the overall School Development Plan.

(2) Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Head of School will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Head of School and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Head of School in relation to those needs as appropriate.

The School Business Manager will be responsible for:

- Working closely with the Executive Headteacher and Head of School to conduct the physical environment actions outlined on this plan.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

(3) Accessibility Auditing

The Head of School and School Business Manager will undertake an **annual** Accessibility Audit which will be shared with the governing body.

The audit will cover the following three areas:

- **Access to the curriculum** – the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Head of School and School Business Manager will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the views of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning Duty 1: Curriculum

	Issue	What	When	Outcome	Review
Short term	Pupils with SEMH need support to learn strategies to self-regulate their behaviour. There is not yet a consistent whole school approach in place.	<ul style="list-style-type: none"> -Zones of Regulation training for all staff including MTS and support staff. -Emotion coaching training for all staff including MTS and support staff. -Regulation stations and displays to be in place in all classrooms -Zones of Regulation activities to be included within our RSE and Health Education curriculum. -Individual zones of regulation plans and lanyards for targeted pupils. -Advice sought from Inclusion Advisory Team where required. -Update behaviour policy so that it is relationship-based. 	September 2022	<ul style="list-style-type: none"> -Decrease in dysregulated behaviour as evidenced in learning walks and behaviour records on tootoot. -Increase in pupils being able to name emotions and link to the zones, and identify and use strategies to self-regulate. 	Termly from September 2022
	Pupils with disabilities do not see themselves positively reflected in the resources used in school.	<ul style="list-style-type: none"> -Audit the core texts used to ensure that there is positive representation of children with disabilities. -Review of books available in the school library which promote a positive image of disability. -Assemblies and events linked to key awareness days. Involvement of children with SEND within these events and assemblies. 	December 2022 and ongoing	<ul style="list-style-type: none"> -Book looks, Learning Walks and Pupil feedback indicate that pupils with disabilities see themselves positively reflected within the school curriculum and resources used. 	July 2023
	Some staff, especially those early in their careers, may not know how to effectively support pupils with specific literacy difficulties.	<ul style="list-style-type: none"> -Purchase of matt, pastel mini whiteboards for all identified pupils. -Purchase of reading rulers and coloured overlays for identified pupils. -Increase number of laptops with latest version of Clicker and train all staff in how to use this. -‘Sounds and Syllables’ spelling training for LSAs and teachers including how to support pupils with specific literacy difficulties. 	January 2023	<ul style="list-style-type: none"> -Sounds and Syllables will be in place across Year 3-6. -Learning walks and book looks will show that all classes are consistently meeting the needs of pupils with specific literacy difficulties. -Reading age data will show rapid improvement for pupils with specific literacy difficulties. 	July 2023

		<ul style="list-style-type: none"> -SENDCO to provide screening tool and assessment for staff to help in the identification of pupils with specific literacy difficulties. -Spelling displays in all classrooms. -All displays to include clear key vocabulary to support spellings. -Advice for identified pupils from EP as required. -Purchase of ACE dictionaries -Ensure that all teachers provide visual resources to support learning. 			
	<p>To continue to develop teachers' awareness and knowledge of SEND and how to provide effective support and monitor impact for these pupils.</p>	<ul style="list-style-type: none"> -Review the specific needs of individual pupils as required (at least annually), and provide appropriate training and support for staff working with these pupils. The following training is planned for this year: <ul style="list-style-type: none"> -Training to support staff working with pupils with autism in the EYFS. -Support from the Speech and Language therapy team -Support from the EP. -Support from BEAM. -Team teach training -BPSI training for SENDCO -Teachers to have access to all support plans for pupils with SEND. Teachers to be released to attend initial SEND review meetings in the Autumn term so that they have a full understanding of each child's needs, their targets and the provision that needs to be in place in class. Teachers to be responsible for updating progress against targets on Edukey. <ul style="list-style-type: none"> - CPD for staff ensuring increased knowledge and understanding. - Intervention mapping is developed to 	<p>March 2023</p>	<ul style="list-style-type: none"> -SEND plans reviewed termly in partnership with class staff and parents. -Training informs future practice and good practice is shared through staff INSET -Teachers are more confident to lead SEND reviews, set targets and plan for pupils with SEND. -Intervention mapping is developed and used to track impact and progress for SEND pupils. 	<p>July 2023</p>

		measure the impact of additional and different provision.			
Medium term	Some staff may not have a secure understanding of how to support pupils with communication and language needs. Limited speech and language therapy available may mean children do not receive the targeted support that they need.	<ul style="list-style-type: none"> -School to take part in the Barnet Language Enrichment Programme training and then run intervention groups in each key stage using the resources provided. -Impact of the programme to be measured through baseline and end point assessments. -Development of vocabulary to be a focus within reading lessons and guided group work as outlined in our Reading Handbook. -Key vocabulary for each unit of work in each subject to be outlined on our curriculum mapping. Monitoring by the senior leadership team to include checking that staff and pupils are actively using this vocabulary. -Displays to include key vocabulary. -Colourful semantics and substitution grids to be used in all classes to support accurate sentence construction. -Additional training from Barnet Inclusion Team for staff working with targeted pupils. -SENDCO to ensure that all staff are aware of typical stages of language development and how to identify pupils who have a speech and language delay. 	September 2022 onwards	<ul style="list-style-type: none"> -Tracking data for the interventions will show considerable impact. -Book looks and learning walks will indicate that the strategies introduced are in place consistently in all classes. -Teachers will indicate improved confidence in supporting pupils with communication and speech and language needs and will know how to identify those pupils who may require further support. 	July 2023

Planning Duty 2: Physical Environment

	Issue	What	When	Outcome	Review
Short term Medium term	Pupils may not be able to access resources independently if classrooms are not well organised. Pupils, staff or visitors with disabilities may have difficulty moving around the classroom if it is cluttered or untidy.	-Classrooms to be organised to promote and support pupils' independence including those with SEND.	September 2022	-Classrooms will be well organised to allow pupils to be independent.	Termly
	Pupils, staff or visitors with disabilities may have difficulty moving around the school if it is cluttered or untidy.	-Communal areas need to be tidied and organised with clearly designated uses, signage and labelling.	September 2022	-All access routes will be clear. -Communal areas will be well organised and have a clearly designated use. -There will be clear signage and labelling including visuals.	Termly
	Pupils may need a space to regulate outside of the classroom environment.	-Creation of calm spaces within school to support pupils to self-regulate. -Use of calm tents in the inclusion office and Head of School office.	September 2022	Behaviour records will indicate that pupils are better able to self-regulate.	July 2023
	Projector in the hall does not give a clear image or allow for videos to be shown.	-Installation of new interactive whiteboard in the hall so that assemblies, parent talks and other activities taking place in the hall can be made more accessible.	September 2022	Assemblies, parent talks and other activities are more accessible to parents, pupils and staff.	December 2022

	Pupils may require nappy changing facilities.	-Intimate Care policy to be updated and shared with staff. -Installation of a changing station in the EYFS building.	September 2022	Pupils' nappies are changed safely, in accordance with school policy.	December 2022
	Pupils, parents, staff or visitors cannot be safely evacuated without additional provision in place.	-Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils and staff as needed. -Ensure that equipment is available in all buildings to support an emergency evacuation in line with the PEEPs.	September 2022	All pupils, staff and visitors can be safely evacuated in the event of a fire or other emergency situation that requires evacuation of the building.	December 2022 and termly.
	Classrooms are small so an intervention space is needed.	-Redevelopment of the room adjacent to Year 1 to allow for an intervention space to support pupils with fine and gross motor needs and sensory impairments.	January 2023	This room will be set up and resourced to allow for a range of sensory and fine and gross motor interventions.	July 2023
Long term	Although the Year 2 classroom can be accessed by wheelchair users, it is more difficult and requires going through the Year 1 or EYFS classrooms.	-Install a chair lift if possible on the steps leading up to Year 2 as part of the new building project.	2024 onwards	Chair lift installed.	Ongoing
	Building of a new hall.	-When planning and designing this build care will be taken to ensure that it is accessible to all.	2024 onwards	Building will be fully accessible.	Ongoing

Planning Duty 3: Information and Communications

	Issue	Who	When	Outcome	Review
Short term	School communications, including the website, may not be accessible to parents who do not speak English as a first language.	<ul style="list-style-type: none"> -Class Dojo to be used for communication this year as this has a 'translate' facility. -Website to be updated so that information can be translated into different languages. -Communications to be written in simple, plain English avoiding jargon. Pictures and photos to be included in the newsletter and key documents to support understanding. -EAL Lead to continue to run inductions for in-year admissions with EAL to support parents, and to ensure that they understand key information. Key documents such as the uniform guide to include visuals. 	December 2022	<ul style="list-style-type: none"> -All parents are able to access the key information required to enable their child to take a full part in school life. -Parents feel well supported to understand school information. -Parent surveys indicate that school communication is of a good standard. 	July 2023
	Availability of written material in alternative formats when requested.	<ul style="list-style-type: none"> -The school website will indicate that all documents can be supplied in alternative formats on request. -The school will make itself aware of services available for converting written information into alternative formats. -Simple, plain English will be used. -Staff will support parents to access information and complete forms where required. 	September 2022	<ul style="list-style-type: none"> -All parents are able to access the key information required to enable their child to take a full part in school life. -Parents feel well supported to understand school information. -Parent surveys indicate that school communication is of a good standard. 	July 2023
Medium term	To ensure that all statutory information for SEND is available to parents and can be easily located.	<ul style="list-style-type: none"> -Redevelopment of the school website to make it easier to find SEND information. -Inclusion of Accessibility Plan and SEND Information Report on the school website. -Signposting of parents to this information through the parent newsletter. 	September 2022	<ul style="list-style-type: none"> -Website is up to date and parents can find the information easily. 	July 2023

		-Targeted info emailed to families for ASD provisions			
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