



Holyoakes Field First School

Accessibility Plan and Policy 2023-2025

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Accessibility Plan and Policy 2023-2025

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

Definition of Disability - A person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Holyoakes Field First School aims to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a two year period. The Plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.
5. An audit will need to be carried out prior to the end of two year plan period in order to inform the development of the new plan for the following period. The new plan will be written once we are situated in our new build.
6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter, and this training will be provided.
7. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents. The Plan will be monitored by the school Governors.

Holyoakes Field First School Accessibility Plan 2023-2025: Improving the Curriculum Access at Holyoakes Field First School

| Target | Strategy | Responsibility | Time scale | Success Criteria |
|---|--|------------------------|----------------------|--|
| Increase confidence of all staff in adapting the curriculum | Be aware of staff training needs on curriculum access Assign CPD for Autism, Dyslexia, PDA, digital resources, metacognition, differentiation and recording methods | SENDCo | On-going as required | Increase in access to the curriculum. Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure all staff are aware of disabled children's curriculum access needs | Set up a system of individual access plans for disabled pupils when required | SENDCo | As required | All staff are aware of individual needs |
| Use ICT software and equipment to support learning | Make sure software installed where needed | SENDCo and ICT support | On-going as required | Wider use of SEN resources in classrooms |
| All educational visits and out of school activities are accessible to all | Develop guidance for staff on making trips/activities accessible | HT/EVC/PE Lead | On-going as required | All pupils in school able to access all educational visits and take part in a range of activities |
| Continually review PE curriculum to ensure PE accessible to all | Gather information on accessible PE and disability sports Seek disabled sports people to come into school | PE Lead | As required | All to have access to PE and be able to excel. |

It is a core value of Holyoakes Field that all children are enabled to participate fully in the broader life of school. Improving teaching and learning lies at the heart of the school's work. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Holyoakes Field First School Accessibility Plan 2023-2025: Improving the Physical Access at Holyoakes Field First School

| Target | Strategy | Responsibility | Time-scale | Success Criteria |
|---|---|---|--|--|
| School is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors | Create access plans for individual disabled pupils when required. Be aware of the access needs of disabled staff & governors, and meet as appropriate. Through questions and discussions find out the access needs of parents/carers through newsletter. Consider access needs during recruitment process. | SENDCo Headteacher Headteacher Headteacher | As required Induction and on-going as required Annually Recruitment process | IPM's in place for disabled pupils and all staff aware of needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment process |
| Continually review layout of school to allow access for all pupils to all areas | Consider needs of disabled pupils and others when considering any re-design | Head/site manager/ Governors | As required | Re-designed buildings are usable by all |
| Ensure access to toileting and bathroom management area for all | Improve access to these areas by utilising support of Chadsgrove Outreach. Consideration given to needs during design of new build. | SENDCo/ Head/site manager/ Governors | Consider individual needs as present themselves. Consider in new development | All children have the opportunity to develop independent self-help skills and privacy. Disabled parents/carers and visitors feel welcome |
| Ensure all disabled pupils can be safely evacuated | Plan in place Personal Emergency Evacuation Plans for pupils with difficulty Ensure all staff are aware of the system and their responsibilities | SENDCo Headteacher/ Operations Manager | As required Read annual health and safety policy | All disabled pupils and staff working alongside are safe in the event of a fire |
| Ensure accessibility of access to IT equipment | Liaise with VI/HI team on information with regard to the VI/HI pupils | SENDCo and ICT Lead | On-going and as required | Hardware and software available to meet the needs of children |

Holyoakes Field First School is continuing to grow and develop. We now have 10 classes plus nursery and in 2021 we anticipate moving into a new build for our school which will be fit for the purpose of our 21st Century curriculum and education system. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Holyoakes Field First School Accessibility Plan 2023-2025: Improving the Delivery of Written Information at Holyoakes Field First School

| Target | Strategy | Responsibility | Time-scale | Success Criteria |
|---|--|-----------------------|-------------------|---|
| Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print in simple English. School office will support and help parents to access information and complete school forms. Ensure website and all documentation via the website can be accessed. | Administration staff | On-going | All parents receive information in a form that they can access. |
| Improve delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print for pupils with a visual impairment | Teachers | As required | Pupils with VI successfully access the curriculum |
| Ensure all staff are aware of guidance on accessible formats | Guidance to all staff on Dyslexia and accessible information | SENDCo | On-going | Staff produce appropriate resources for the children |
| Review information to be as accessible as possible | Continue to review IPM formats so that they are child friendly | SENDCo | On-going | Children and parents/carers can access and understand the IPMs and their contents |
| Languages other than English to be visible in school | Some signs around school, including in Reception area, to be multi-lingual | EAL Lead | On-going | Confidence of parents to access their child's education |
| Provide information in simple language, symbols, large print or using sign for pupils or parents/carers who may have difficulty with standard form of printed information | Access to translators to be considered and offered if possible. Ensure website is fully accessible to all parties | All staff | On-going | All can access information about the school |

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include worksheets, reading books and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats. The school will need to identify agencies and sources of such materials to be able to make provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.