



## Accessibility Plan

<b>Committee Responsible</b>	SBS
<b>Designated member of staff</b>	Sue Ward
<b>Date of next review:</b>	Pending Approval (October 2018)

### STATEMENT OF INTENT

The Hollyfield School is committed to ensuring equality of opportunity, including provision for disabled students. The Disability Discrimination Act describes a disability as “a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities”. This accessibility plan sets out our agreed commitments in providing a school that is accessible to all students, staff and visitors. It’s primary focus being to provide

- Access for disabled students regarding the physical environment
- Access for disabled students regarding the curriculum
- Delivery of written information to disabled students
- Challenging any discrimination related to disability

It has been established through consultation with key stakeholders; including employers, students, governors and our Local Education Authority

## 1 GUIDING PRINCIPLES

Hollyfield School will monitor accessibility, provision and student voice as part of the annual review of this 3 year accessibility plan

Hollyfield School will monitor progress and wellbeing of all LDD students each term through the Special Educational Needs Register and the Vulnerability Register.

Hollyfield School is committed to developing access to the curriculum for all LDD students, led by Deputy Headteachers Teaching and Learning and AMT Inclusion for SEND. This will include faculty AEN files as evidence of additional support provided for LDD students.

Hollyfield School will monitor safety and accessibility for all students, staff and visitors to ensure that our school meets changing needs; including providing a safe and accessible environment for students with visual impairment and autism

The Learning Support Department will serve as a base for students who need additional support to address LDD needs; including students who are immobile for a short period of time due to injury and who can use access Student Support to ensure their injury doesn't impact on academic progress. The new build will be fully wheelchair accessible.

Hollyfield School ensures that all students have accessibility to the curriculum by working in partnership with outside external agencies, such as EPS and Sensory Support for Children with Visual and Hearing Impairments team.

Hollyfield School is committed to developing provision within PDW and school assemblies to challenge discrimination in regards to disability and to promote positive images of disabled individuals.

Hollyfield School will monitor any incidents of bullying in regards to disability and use Restorative Approaches as a means of addressing this discrimination

Hollyfield School is committed to developing staff training to meet the changing needs of our student cohort.

## **2 ACTION PLAN**

Attached are three Action Plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

## A - IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timeframe	Outcomes
A1: Develop range of learning resources that are accessible for LDD students.	SENCO to lead faculty developments through I+M, Teacher Around Child Meetings and wave 2 provision map	Middle leaders planning time	on going	Students with disabilities have increased access to curriculum materials.
A2: Teachers develop their knowledge of different teaching and learning styles.	<p>a) SENCO or TA's to attend faculty meetings on rotation basis to promote strategies of developing range of learning styles and to provide all staff training</p> <p>b) Ensure that the curriculum is suitably tailored to individual needs through Teacher Around Child meetings meetings, Learning Support Agreements and IEPs</p>		SENCO or TA's to attend faculty meetings to advise Starting Autumn 2018	<p>Teachers use IPMs and AEN Faculty resources to develop understanding of learning needs and meet these needs through differentiated resources.</p> <p>Improved outcomes</p>
A4: Disability equality	LT to invite visitors to	External agency	Use of PDW lessons	Students have greater

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issues are developed into PDW curriculum	school as part of PDU programme to address and challenge student thinking on disability SW to lead assemblies promoting positive images of disability	support		understanding of disability issues. Reduction in disability-related name-calling.
A6: Increase the knowledge of the range of materials and equipment for students with physical and sensory difficulties	a)Continue to seek advice from Sensory learning Team; b)To ensure that all stairs have clear black /yellow lines to guide our students with VI c) Audit students on Vulnerability register to ensure needs are being met on an annual basis	Maintaining school environment to ensure easy access for students / parents with VI or the need for wheel-chair	On going.	Understanding of changing needs of our students regarding physical and sensory barriers and a response to these developments to maintain accessibility
A7: Give equal opportunity for students with disabilities to take part in on /off site educational and social experiences.	Monitor arrangements for school trips, fieldwork and residential visits, to ensure there is access for students with disabilities. This includes both venues and transport.	SW to monitor education sites used for vocational studies  All Risk Assessments to take into account the needs of any SEND students	On-going	SEND students have access to a full range of off site activities provided by the school.

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A8: Discrimination is challenged throughout the school in regards to disability	<p>Monitor the DDA for colleges where KS4 students study to ensure other educational sites provide good accessibility and support.</p> <p>Use of Restorative Justice to challenge prejudice, monitoring bullying in regards to disability to monitor impact of PDW work</p>	Use of Student Support Officers and development of PDW programme	On going	The school has a clear understanding of the extent of any discrimination and tackles this through promoting positive images of disability and use of restorative justice
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## B - IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action	Resources	Timeframe	Outcomes
B1: To monitor use of colour coding lines around the school to support VI	Colour coding main sections of our school		On-going	Students (and staff/visitors) are able to navigate easily around school.
B2: Monitor level access to ground floor facilities			Achieved 2012	Students (staff/visitors) with

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				wheelchairs can access ground floor of school.
B3: Continue to ensure fire procedures take account of the needs of students with disabilities	<p>a) Monitor the needs of the identified students through vulnerability register and role of student support officers</p> <p>b) Ensure that appropriate provision, including places of safety have been established</p> <p>c) Use of appropriate equipment, including Evac-chair as appropriate to needs</p> <p>d) Ensure that procedures take into account easy access for Manual Evac Chair and wheel-chair uses.</p> <p>Personal Evacuation Plan</p>		On going: working with GGR	Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire.
B4: Review external lighting coverage	Continue to monitor provision of lighting for external areas in particular walkways from external building and to car park areas.		On going: led by GGR	Proper lighting is provided to all walkways and car park areas contributing to making the school site a safer and more secure environment.

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B5: Monitor walk and pathways to ensure free access to all areas of the school site.	Monitor access ways for their "wheel chair" friendliness for visitors Monitor paved pathways to ensure they meet H&S requirements		Rolling programme of maintenance	All parts of the school have "friendly access" via properly maintained paved walkways and the provision of paving to those areas where it is needed.

**C - IMPROVING ACCESS TO INFORMATION**



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Target	Action	Resources	Timeframe	Outcomes
C1: Ensure information remains accessible to all parents	To liaise with EAL Co-ordinator re the need for school information to be translated into home language To have clear induction procedures for EAL students and their families enlargement of information and use of Braille as appropriate	Use of provision map, Vulnerability register, EAL register, SIMS and minutes from AEN meetings LA additional support through Further external agencies to support according to need; eg sensory impairment advice team.	On going: induction procedures completed	All students and their families have equal access to information.