



## **GREAT HOLLANDS PRIMARY SCHOOL**

<b>Initial approval:</b>	May 2018
<b>Review frequency:</b>	Every three years
<b>Date(s) reviewed:</b>	December 2021

## Contents

Purpose of Plan .....	3
Key Aims.....	3
Legislation and guidance .....	3
Monitoring arrangements .....	3
School Context.....	4
ANNEX 1 - Curriculum Accessibility Plan .....	5
ANNEX 2 - Physical Accessibility Plan .....	8
ANNEX 3- Provision of Information Plan .....	9
ANNEX 4 - Preventing and Dealing with Discrimination Plan .....	10

## Purpose of Plan

The Trust motto is “***schools for the community, schools as a community***” as our aim is that every school in our Trust, whilst espousing our values and ethos, and having a core of common policies and procedures, will serve its own community’s needs in a bespoke way and also create a feeling of community within its own school. In that way all the potential and talents of every child and every member of staff will be nurtured.

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

## Key Aims

Maiden Erlegh Trust aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind eg:

- total access to our setting’s environment, curriculum and information and
- full participation in the school community.

Maiden Erlegh Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of our schools, this procedure sets out the process for raising these concerns.

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

- The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.
- Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- Schools are required to make ‘reasonable adjustments’ for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Local Advisory Board.

## **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

## **School Context**

Great Hollands Primary School consists of a large site on one level. Mostly refurbished in 2017 with new build extensions and refurbishment of several existing areas. The oldest buildings were established in the early 1960s. There is a separate gymnasium building with a small step up to enter, alternative step-free access via the rear doors.

As a primary school, the age of the students ranges from 3-11 years of age. There are approximately 350 students and 65 staff on site. Currently, there are no staff members who are physically unable to access an area of the school. There are no pupils who cannot access all parts of the school on a permanent basis.

## ANNEX 1 - Curriculum Accessibility Plan

Standard	Available Resources	Activity	Key People	Deadline	Success Criteria	Monitored & Evaluated By
<ul style="list-style-type: none"> <li>Pupils with a disability are able to access the curriculum</li> <li>Responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils</li> </ul>	<ul style="list-style-type: none"> <li>High quality lesson planning with clear adaptations where necessary</li> <li>Resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>Purchase additional resources to assist with learning e.g. coloured overlays, concrete apparatus, sloping desks, laptops etc</li> </ul>	<ul style="list-style-type: none"> <li>Lessons show clear intent and adaptations are made where needed for pupils to access the curriculum.</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for all pupils including those with additional needs.</li> <li>Whole school training relating to pupils with disabilities or other additional needs</li> <li>Specific training provided to develop staff understanding of different needs</li> <li>Review planning to incorporate improved assessment for learning opportunities</li> <li>Increase in learning engagement through use of ELSA and other</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Phase Leaders</li> <li>Inclusion Manager</li> </ul>	Reviewed annually	<ul style="list-style-type: none"> <li>Staff confident to support individual pupils</li> <li>Improved access for identified children</li> <li>Improved knowledge and expertise in prior learning and next steps to inform planning</li> <li>Teacher set suitable learning challenges</li> <li>Review of child learning profiles and EHCP targets and provision changes to ensure children's needs are met</li> </ul>	<ul style="list-style-type: none"> <li>Phase Leaders</li> <li>Inclusion Manager</li> </ul>

	<ul style="list-style-type: none"> <li>• Access to laptops and iPads</li> <li>• CPD sessions</li> <li>• Monitoring and feedback</li> </ul>	<p>professionals (Sensory Consortium, Support for Learning, Occupational Health)</p> <ul style="list-style-type: none"> <li>• Termly progress meetings</li> <li>• Regular communication with parents</li> </ul>				
All children are able to access enrichment activities	<ul style="list-style-type: none"> <li>• External trips</li> <li>• Visits and activities within school</li> <li>• Sports day</li> <li>• School productions</li> </ul>	<ul style="list-style-type: none"> <li>• Events and trips to enhance learning experiences</li> <li>• Risk assessments to be tailored for individuals</li> <li>• Enrichment fund is available for pupils</li> </ul>	Teachers	Ongoing	Enrichment opportunities identified	Headteacher
Classrooms and curriculum plans promote the participation and independence of all pupils	<ul style="list-style-type: none"> <li>• Use of ICT: laptops with Clicker 6, Imprint and visual aids to improve access to educational resources for pupils.</li> <li>• Working alongside professional agencies e.g. Stepping Stones,</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced pastoral support for specific pupils</li> <li>• Clear adaptations are made for pupils to access the lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Phase Leaders</li> <li>• Inclusion Manager</li> </ul>	Reviewed annually	Identified children increase rates of engagement with lessons	<ul style="list-style-type: none"> <li>• Phase Leaders</li> <li>• Inclusion Manager</li> <li>• Headteacher</li> </ul>

	Occupational Therapists etc					
Difference is respected and valued and diversity is celebrated: there is a shared sense of cohesion and belonging.	<ul style="list-style-type: none"> <li>• PSHE Curriculum</li> <li>• Assemblies</li> <li>• Reading material and resources that explore and celebrate disability, diversity and inclusion</li> <li>• School council</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE curriculum includes activities that promote equalities awareness</li> <li>• Curriculum review to ensure high quality delivery and impact.</li> <li>• Assemblies</li> <li>• Anti-Bullying award – children are aware of how to report bullying and feel safe to do so without recrimination</li> <li>• Staff treat all reports of bullying with respect and sensitivity</li> <li>• The website and other promotional materials include a full range of images and content reflecting all key groups</li> <li>• All children are eligible for School Council</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE Lead</li> <li>• Teachers</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Children are able to talk positively about diversity and differences</li> <li>• Purchase of books and other materials</li> <li>• Children actively take part in Anti-bullying week activities and children's posters are displayed around school</li> <li>• SEND children are represented in student panels / pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE Lead</li> <li>• Headteacher</li> <li>• LAB</li> </ul>

## ANNEX 2 - Physical Accessibility Plan

Standard	Available Resources	Activity	Recipients	Deadline	Success Criteria	Monitored and Evaluated By
Progressive planned improvements to the physical environment of the school to improve accessibility	<ul style="list-style-type: none"> <li>Trust audit tool</li> <li>Signage around school and in classrooms</li> <li>Specialist furniture and resources</li> </ul>	<ul style="list-style-type: none"> <li>Undertake site audit to highlight areas of improvement</li> <li>Classroom environment clearly labelled and organised</li> <li>Replace blinds in classrooms to minimise light interference</li> <li>Reduce potential sensory overload by minimising use of lots of different coloured backing paper in one area</li> </ul>	Persons with a disability	<ul style="list-style-type: none"> <li>Audit (Jan 22)</li> <li>Other work is ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Complete audit and plan of work developed</li> <li>Classrooms and wider school environment have effective signage that is accessible to all</li> <li>Replacement of blinds</li> <li>When identified, resources and specialist furniture purchased</li> </ul>	<ul style="list-style-type: none"> <li>School Business Manager</li> <li>Headteacher</li> </ul>
All persons within the school environment are able to exit easily in the event of an emergency	<ul style="list-style-type: none"> <li>Evacuation plan</li> <li>Health &amp; Safety audit</li> <li>PEEP</li> </ul>	<ul style="list-style-type: none"> <li>Persons who may have difficulty leaving the building in an emergency are identified and PEEP written</li> </ul>	Persons with a disability	<ul style="list-style-type: none"> <li>Jan 2022</li> </ul>	<ul style="list-style-type: none"> <li>PEEPs written and relevant staff informed</li> </ul>	<ul style="list-style-type: none"> <li>School Business Manager</li> <li>Inclusion Manager</li> </ul>



## ANNEX 3- Provision of Information Plan

Standard	Available Resources	Activity	Recipients	Deadline	Success Criteria	Monitored and Evaluated By
Improve the delivery to disabled pupils and parents of information which is provided in writing	Advice from physical sensory service and language support service	<ul style="list-style-type: none"> <li>Improved provision of information in different formats</li> <li>Identify providers of 'translation' services</li> <li>Information about the school available online or in large print on request</li> <li>Signpost parents to IASS details</li> </ul>	<ul style="list-style-type: none"> <li>Pupils and parent with disability</li> <li>Parents with disability</li> </ul>	Summer 22	<ul style="list-style-type: none"> <li>Pupils and parents able to access information in different formats</li> <li>Regular SEND updates in parent newsletter</li> </ul>	Headteacher

## ANNEX 4 - Preventing and Dealing with Discrimination Plan

Standard	Available Resources	Activity	Recipients	Deadline	Success Criteria	Monitored and Evaluated By
Discrimination, harassment, and victimisation on the grounds of protected characteristics will be eliminated	<ul style="list-style-type: none"> <li>Jigsaw Resources</li> <li>School Behaviour policy</li> <li>Trust policy</li> <li>Handsam Training</li> <li>CPD and face-to-face training</li> </ul>	<ul style="list-style-type: none"> <li>Equality awareness is raised through:                             <ul style="list-style-type: none"> <li>information on the website</li> <li>training during induction and the annual Safeguarding training</li> </ul> </li> <li>Equalities Training week                             <ul style="list-style-type: none"> <li>in the Staff Handbook</li> <li>in the Home School Partnership Agreement</li> </ul> </li> <li>PSHE curriculum and the Jigsaw programme ensures that all year groups receive Equalities education and that there is progression from Year R to Year 6</li> <li>Anti-bullying week activities</li> <li>Rates of bullying and discrimination, harassment and victimisation based on</li> </ul>	All stakeholders	Ongoing	<ul style="list-style-type: none"> <li>Rates of bullying and discrimination, harassment and victimisation based on protected characteristics continue to fall</li> <li>Staff, parent and pupil survey to highlight any areas of improvement</li> <li>Review staff handbook</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>LAB</li> </ul>

		<p>protected characteristics do not happen</p> <ul style="list-style-type: none"> <li>• Parent, student and staff surveys</li> </ul>				
--	--	--	--	--	--	--