



HOLMESDALE INFANT SCHOOL ACCESSIBILITY PLAN

JAN 2023 - 2026

INTRODUCTION

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has three key duties towards disabled pupils under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage and
- to plan to increase access to education for disabled pupils.

DEFINITION OF DISABILITY IN DDA

A person has a disability if they have a physical or mental impairment with an adverse effect on the person's ability to carry out day to day activities. The effect must be:

- Substantial and
- Long term.

AIMS

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services and
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

PRIORITIES

Holmesdale Infant School has identified its priorities through:

- Data collection and analysis including SATs results, QCA test results, PLASC, ASP and
- Consultation including pupil interviews, parent discussions, links with feeder schools and multi-agency meetings such as Annual Reviews.

Our priorities are:

1. To increase access to the broad school curriculum through appropriate teaching and learning, participation in after school activities, leisure and cultural activities and school visits.
2. To improve access to the physical environment of the school including improvements to the physical environment and provision of aids to access education.
3. To improve the delivery of written information including the provision of texts, timetables, worksheets, homework, school visit information etc in an appropriate format

RESPONSIBILITIES

LAs have the responsibility for preparing a written accessibility strategy, which must be implemented over a prescribed period of time, kept under review and be revised if necessary, to achieve the three broad aims.

School Governors have the responsibility for preparing a written accessibility plan, which must be resourced, implemented over a prescribed period of time, kept under review and be revised if necessary, to achieve the three broad aims. Governors have a duty to publish information about their accessibility plan in the School Prospectus. The plan must be reported on annually.

The Headteacher has the responsibility to advise the Governors, implement the plan and to report to the governors.

The Special Needs Coordinator has the responsibility to take part in relevant training, monitor disability provision, to consult with staff about disability issues and keep the Headteacher informed, and to work with and advise the Headteacher on disability provision developments.

All staff members have the responsibility to keep the SENCO or Headteacher informed of any concerns or issues about the school’s provision for disabled pupils and any implications this may have for staff needs as they arise.

ACTION PLANS

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Disability Equality scheme and Accessibility plan 2022 - 2025

Priority	Action	Persons responsible	Monitoring/ Time	Resources/ Costing	Outcome/ Success criteria
<p><i>Make improvements to the physical environment of the school.</i></p> <p>1. To improve the security of /</p>	<ul style="list-style-type: none"> Maintain internal and external decoration in appropriate colour scheme for ADHD / ASD and 	HT / Area Surveyor	2023/2026	Buildings and Improvements budget	Environment suitable for the needs of individual pupils.

access to the grounds around the school	sight impairment pupils				
	<ul style="list-style-type: none"> Improve the quality of playground resources and activities 	HT/PE lead/SENDCo	By 2025	Sports Premium budget	Outdoor area enjoyable and accessible to all children
2. Improve access for all stakeholders	<ul style="list-style-type: none"> Improve access from playground into EYFS area by removing steps and fitting a ramp 	HT/school surveyor	By 2025	Match funding	Outdoor access in all areas improved for all children
	<ul style="list-style-type: none"> Improve the security of school through secure electronic gate system on pedestrian gate and carpark gate 	HT / SBM	By 2023	School budget	School safe and secure
<i>Increase access to the curriculum.</i>	1. To ensure all pupils have equal access to the curriculum	HT / SENDCO / FSW	FSW trained and working independently by 2023	School staffing budget	Support in place for families of all children
		<ul style="list-style-type: none"> Use Pupil Premium money to secure the best results 	HT / gov's	Feedback time / target setting [Sutton trust]	Pupil Premium funding

	<ul style="list-style-type: none"> Staff and Governors up to date with disability Discrimination Act and Equality issues and training 	HT/Chair of Governors	Training organised for 2024	School CPD budget	Staff knowledgeable and up to date with training
	<ul style="list-style-type: none"> Provision map and support available for most vulnerable children 	SENDCO	Updated termly each year	SENDCO non-contact time	Tracking information SENDCO report to Governors
	<ul style="list-style-type: none"> All classrooms have interactive whiteboards that move up and down to allow access for all 	HT/SBM	2025	DFC	All pupils can access visual and interactive learning in classrooms
<p><i>Make written information available to pupils in a range of different ways.</i></p> <p>3. To improve communication for all stakeholders to ensure full inclusion</p>	<ul style="list-style-type: none"> Follow LA policy of a minimum print size of 13 [preferably 14] for all written communication with parents 	HT / School office	Ongoing	No additional cost to school	Effective written and electronic correspondence Adhering to LA regulations
	<ul style="list-style-type: none"> Update school website 	HT	Termly	Non-contact time / supply cover	Clear information on website

	<ul style="list-style-type: none"> • Introduce drop in governor surgery for parents-termly 	Govs	Termly	No additional cost to school	Parents aware of role of Governors and have easy access to them
	<ul style="list-style-type: none"> • Parent friendly policies available on website 	HT / DHT	Ongoing	No additional cost to school	Policies written clearly and shared with parents
	<ul style="list-style-type: none"> • School APP for shared information 	SD	Ongoing	No additional cost to school	Effective written and electronic correspondence
	<ul style="list-style-type: none"> • Translation of important information into other languages where necessary 	HT	Ongoing	No additional cost to school	EAL parents included in the whole school community
	<ul style="list-style-type: none"> • Family support worker role available to secure inclusion of all children and families in school 	HT / FSW	Daily	FSW salary	Support for all families on a daily basis