

# ACCESSIBILITY PLAN

HOLLINGBOURNE  
PRIMARY SCHOOL

Revised by Zoe Wright (SENDCo) May 2022

Approved by Governing Body:

Date of next review: May 2023



At Hollingbourne Primary School children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is regarded as important individuals and included in all aspects of learning regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are a safe school, committed to improving children's confidence and self-esteem through accessing all aspects of the curriculum.

For any pupils or adults with a disability and who require a wheelchair, Hollingbourne Primary can be accessed via the side gate of our school. We also have a disabled toilet for pupil and adult use. This is located in the hall and has a ramp to access the building.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Hollingbourne Primary School Accessibility Plan addresses improving physical and curriculum access for all pupils, staff and visitors to the school within a given timeframe where practicable.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:



- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SENDCo**



Improving Physical Access 2022

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Corridor	Keep corridors clear from obstructions. Ensuring pupils remain in the playground during break times unless permission is given. Staff to support and enforce this. Monitors allocated to oversee this.	Immediate	High	None	Ongoing		
2	Signage and fire alarm system	Emergency exit signs are clearly visible and readable to all pupils and staff.  Personal Emergency Evacuation Plan written with pupils considered highly vulnerable e.g. significant physical disability.  Fire alarm system has been upgraded providing higher pitched sound and increased sounders with visuals.	immediate	High	If signs require updating  SENDCo time			
3	Sensory needs	Teachers to consider adaptations e.g.best seating position, minimising noise, access to fall out spaces, for pupils with sensory differences.  Teachers to avoid using white screens on the interactive boards.	On going	medium	Possible resource implication where gaps are identified.	Ongoing		



Improving Curriculum Access 2022

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils and greater depth pupils.	on-going	High	SLT release costs			
2	Interventions	SENCo and SEN governor to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups and reviewed every term.	on-going	High				
3	Classrooms are organised to promote the participation and independence of all pupils	SLT to carry out audits of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class and 'working walls' are current and relevant.	on-going	High	Possible resource implications where gaps are identified.			
4	Implementation and review of Provision maps interventions systems.	SENDCo ensure Provision for SEN pupils is implemented and effective.	On-going	High	Not applicable			
5	Staff training in supporting pupils with SEND.	SLT and SENDCo to identify gaps in knowledge and provide internal or seek external advice if necessary.	when required.	medium.	short course costs-delivered by STLS.			