

At Hollickwood Primary School, we are proud to have an embedded ethos of inclusivity, where every learner has the opportunity to thrive throughout their time with us.

Our vision is of a school where all succeed. Where all feel included and welcome. Where high expectations are shared and communicated. Where inquiry, innovation, independent thought and risk taking are valued. Where diversity is celebrated. Where respect for self, others and the environment are central to life in school. Where all have a voice and a share in the success of all.

Aims

This is what we are striving for, every day:

At Hollickwood we aim to

- Be a caring, inclusive learning community that nurtures young learners
- Enable all our children to attain the highest standards in all areas of learning
- Inspire children to set challenges for themselves and aim high in life and learning
- Develop young minds that are questioning and open to new ideas and knowledge
- Nurture respect, and positive regard for all members of our community
- Provide learning experiences that are stimulating, engaging and memorable
- Equip young learners with skills they will need in their futures
- Commit to ongoing self-evaluation, innovation and improvement

Definition of disability:

Under the Equality Act 2010 schools should have an Accessibility Plan. 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.

Objectives :

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. It sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in three areas:

- a) **Improving Education & related activities:** increasing the extent to which disabled pupils can participate in the school curriculum;
- b) **Improving the physical environment of the school:** to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) **Improving the delivery to disabled pupils of information:** which is provided in writing for pupils who are not disabled.

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
- Assistant Head Teacher: Inclusion Leader
- School Business Manager
- Site Manager

We are working within a national framework for educational inclusion provided by:

- SEN & Disability Act 2001
- The SEND Code of Practice 2015
- Equality Act 2010
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014):

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

- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

Approved _____

Date _____

Contextual Information

Hollickwood is a mixed, one form entry Foundation School, located in the London Borough of Barnet. Geographically, it sits on the boarder of two more North London boroughs: Enfield and Haringey, so the school experiences a high mobility rate.

Currently, there are 212 children on roll aged between three and eleven. The school has a maximum intake of 262. The current intake includes 19 total places in the morning and afternoon Nursery, with a higher percentage of boys (74%) than girls (26%).

At 49.5%, the proportion of pupils known to be eligible for free school meals is above the national average of 25.4%.

The intake is diverse with 45.9% of children having English as an additional language. This is a considerable difference between the 20.1% National Average. Although the largest ethnic groups are: *Any other white background* and *White British*, there is an approaching balance of children from minority ethnic groups (40%).

Children with special educational needs and disabilities represent 1.7% of the school community with a range of needs, 1.1% less than the National Average. However, with a change in the SEND Code of Practice (2014) categories, there is an increase in *Cognition and Learning*. Three children on the SEND register have a statement of special educational needs/Educational Health Care Plan.

School Building

The school building has been extended and modernised with the introduction of the New Room in 2010. Despite some of the building being well over 100 years old, it is more accessible with the exception of direct access to the Year 2 classroom and lunch hall.

Accessibility audit

An Access Audit is scheduled to be carried out by the HT and SBM in March 2017. Any recommendations will be included in the plan.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of pupils and parents who have a hearing impairment

Increasing access for disabled pupils to the school curriculum.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

Further examples of increasing access for disabled pupils to the school curriculum include:

- Breakfast/After school club
- Trips, visits, workshops-physical and behaviour needs
- Risk assessments
- Classroom support arrangements-deployment of TAs, provision of ICT-IWB, 10 tablets in each class, class camera, SEN children have access to own laptop/camera/tablet, recording devices, dynamic/mixed ability groupings,
- Enhancing learning opportunities
- Curriculum choice includes a range of learning opportunities in and out of the classroom
- Curriculum provides opportunities to discuss diversity of school community
- Awareness of needs and areas of development which feed into daily planning
- EAL support/dual language
- Flexible timetabling, counselling, access to drawing and talking therapy-LM, shared timetable, visual timetable/support
- First day absence response
- Attendance support
- Access to teachers in smaller groups
- SEND policy-staff training-see SEND policy
- Pupil progress meetings-consultation with professionals, parents, children
- EP, SALT positive relationships-training staff, meeting with children and parents support and enhance pupils access to curriculum-monitored and reviewed termly
- All staff liaise with CPD lead re: training needs. Identified through discussions, surveys, pupil progress meetings, SLT meetings. Phase meetings
- Medical needs-school nurse supports with training- care plans
- School council and LM provide a forum so children can voice support mechanisms
- PSHE, Assemblies, positive role models of adults with disabilities

1 Improving Education & related activities							
	Target	Actions	Timescale	Responsibility	Success Criteria	Cost	RAG Review
1.1	Increase confidence in all staff in differentiating the curriculum	<p>Awareness of staff CPD needs</p> <p>Identify any specific CPD needs for SEND children for staff to access</p> <p>In-house training/Staff Development</p> <p>Regular discussions regarding children's needs and appropriate resources</p> <p>Resources available</p> <p>Implement advise form outside professionals</p> <p>Inclusion Team referral system</p> <p>Inclusion Team drop in sessions</p> <p>Phase meetings and access to Phase Leaders/Inclusion Lead for advice</p>	<p>On going</p> <p>As required</p>	<p>AHT: Inclusion Lead</p> <p>Phase Leaders</p>	<p>Staff will be more confident in planning and delivering a differentiated curriculum</p> <p>Staff will have a good understanding of their class' needs</p> <p>Pupil's participation in class will increase</p>	<p>According to courses identified</p> <p>As per resource</p>	
1.2	Ensure classroom support staff have specific training on disability issues	<p>Awareness of staff CPD needs</p> <p>Identify any specific CPD needs for SEND children for staff to access</p> <p>Online learning modules if required</p> <p>Involvement in lesson observations and learning walks to identify any new needs</p> <p>Performance Management meetings</p>	<p>On going</p> <p>As required</p>	<p>AHT: Inclusion Lead</p> <p>Phase Leaders</p>	<p>Staff will be more confident in supporting children</p> <p>Staff will have a good understanding of their class' needs</p> <p>Supported children will be engaged and making good progress</p>	<p>According to courses identified</p> <p>As per resource</p>	

1.3	Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child as required /appropriate (Consider any safeguarding issues)	At present not required To be set up provisionally September 2016	AHT: Inclusion Lead	All staff aware of individuals needs	N/A £ Time	
1.4	To ensure appropriate provisions are in place	AHT: Inclusion Lead to audit current interventions and their success/impact on progress Provision mapping to be used across all year groups	June 2016	AHT: Inclusion Lead	Provisions for appropriate needs Impact is high and reflects on classroom practice and performance Increased children confidence	Resourcing costs of identified areas to develop	
1.5	Learning environments are organised to promote the participation and independence of all pupils	AHT: Inclusion Lead to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class Learning Environment checklist available for all staff	June 2016	AHT: Inclusion Lead		Possible resource implications where gaps are identified	
1.6	Growth Mind-set ethos established in all classes and across school	PSHCE/Circle Time delivered weekly P4C trialled in 3 year groups Emotional Wellbeing training Displays in and out of class Growth mind-set language modelled and encouraged by all staff	July 2016	AHT: Inclusion Lead HT Phase Leaders			

1.7	ICT software used to support learning	Software installed where needed Staff aware of available software	As required	Computing Lead AHT: Inclusion Lead	Wider use of SEN resources in classrooms Children accessing curriculum at level	Software costs	
1.8	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness Risk Assessments completed prior to trip	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities		
1.9	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	As required	PE Leader SENCO HT All teachers	All to have access to PE and be able to excel		

2 Improving the Physical environment							
	Target	Actions	Timescale	Responsibility	Success Criteria	Cost	RAG Review
2.1	To ensure all routes are clear	Keep corridors clear from obstructions.	Immediate	Site Manger	Routes are free from obstruction at all times	None	
2.2	To be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of their SEND provision and included in their Assess, Plan, Do Review process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process</p>	<p>As required</p> <p>Induction & on-going if required</p> <p>Annually</p> <p>Recruit ment process</p>	<p>AHT</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>Provision in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>		
2.3	Layout of school to allow access for all pupils to all areas	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any redesign</p> <p>Wheelchair access to main school building KS1 and canteen</p>	As required	Head/ Governors/ Site manager/ School Surveyor	<p>Re-designed buildings are usable by all</p> <p>Wheelchair users can access KS1 building and playground independently</p>	TBC	
2.4	To ensure there are disabled toilets in both buildings	Toilets in both buildings	Immediate	Headteacher Site Manger	Access to disabled toilets in both buildings	TBC	
2.5	To install changing and shower facilities	Install wet room in KS2 disabled toilet	Summer term 2018	AHT	Access to disabled working facility and changing	TBC	Quote TBC

2.6	Ensure all disabled pupils or pupils with particular SEND needs can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	AHT AHT	All disabled pupils and staff working alongside are safe in the event of a fire	Time	N/A
2.7	Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT Lead	Hardware and software available to meet the needs of children as appropriate	TBC	
2.8	Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment		
2.9	All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent egress		

3 Improving the Delivery of Written Information							
	Target	Actions	Timescale	Responsibility	Success Criteria	Cost	RAG Review
3.1	Availability of written material in alternative formats when specifically requested	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p> <p>Provide information and letters in clear print in “simple” English</p> <p>School office will support and help parents to access information and complete school forms</p>	Ongoing	AHT	<p>Written material available for the school community when requested</p> <p>All parents understand what are the headlines of the school information</p>	TBC	
3.2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	EMA Lead	EAL parents will be able to access information on the school’s website	TBC	
3.3	Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Spring Term 2017	EMA Lead	Confidence of parents to access their child’s education	TBC	
3.4	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided for parents	AHT EMA Lead	Pupils and/or parents feel supported and included	TBC	