

## Accessibility Plan 2021-2024

### Introduction

The 'School' refers to all the staff and pupils of the Junior and Senior School which includes Early Years Foundation stage (EYFS), Juniors (Key Stage 1), Juniors (Key Stage 2), and Senior School (Key Stages 3-4)

### Background

The Equality Act 2010 places duties on schools in relation to, inter alia, current and prospective pupils with disabilities. The Act consolidates previous anti-discrimination laws, for example, the Special Education Needs and Disability Act 2001 and the Disability Discrimination Act 1995. Schools have a duty to prepare an accessibility strategy with the overall objective of increasing the accessibility of schools for pupils with a disability.

Hollygirt School accessibility strategy is a three-year plan set out by the Board of Trustees for:

- increasing the extent to which pupils with disabilities can participate in the School curriculum;
- improving the physical environment of the School to increase the extent to which pupils with disabilities can take advantage of an education;
- improving the delivery to pupils with disabilities of written information which is provided to pupils who are not disabled. This will be done within a reasonable period of time and in formats which take account of views expressed by the pupils and parents about their preferred means of communication.
- Identify any hazards associated with a particular work environment, facility or activity, which have the potential to cause harm.
- Identify reasonable adjustments within the workplace to reduce any health and safety risk related to a persons' disability

The Plan focuses on the needs of pupils with disabilities even though the school may not have any on roll – in this the School fulfils an anticipatory duty. It links to the School's policies on Disability and Individual Needs.

Under the legislation, **discrimination** is defined as:

*Unjustifiably treating someone less favourably for a reason related to his or her disability.  
Failing to make reasonable adjustments where any arrangement of physical feature places a person with a disability at a substantial disadvantage.*

**Disability** is broadly defined as follows:

*A person has a disability 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 carry out normal day-to-day activities.*

An **impairment** is seen to affect normal day-to-day activities if it affects one or more of the following:

*Mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing, eyesight, memory, ability to concentrate, learn or understand and perception of physical danger.*

## Access to Buildings

Area	Provision	Future Work
Disabled car parking	None	Availability to be made when required in Villa Road. Directions to nearest places to park.
Access into buildings	Ramp into WH/9 Villa Road	Ramps into Main School and Junior School buildings to be investigated. Electronic door access to be factored into property works.
Access up stairs	Handrails on staircases	Investigation into whether these handrails are DDA compliant.
Reception	None	Portable induction loop to be installed on reception
Corridors	None	Convex mirrors to be fitted to corridor bends to give warning of people coming in other direction
WC's	Accessible toilets in Main School building, WH and 9 Villa Road	Review all disabled toilet access
Electrics	None	Reasonable adjustments to the location of switches or sockets will be made locally as need arises, taking affordability into account
Induction Loops	Consideration given to future needs.	If a hearing-impaired pupil or member of staff joins the School, portable hearing loop equipment may be the most effective way to provide assistance.  Investigate current technology with an ongoing review in 2022.
Fire Evacuation	Fire Evacuation Personal Evacuation Egress Plans	If a pupil or member of staff joins the School with sight

	(PEEPs) are provided for pupils who have specific mobility impairments following consultation with parents and pupil.	<p>impairment, then braille signage would be installed as necessary.</p> <p>Amendments would be made to the Fire Plan.</p> <p>Ongoing review of pupil needs throughout 2020-21, 2021-22, 2022-23.</p>
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## Access to Curriculum

Target	Strategy	Outcome	Achievement
Heighten awareness throughout the School of DDA issues	<p>Include DDA issues in H+S Committee meetings. Review DDA issues at future meetings.</p> <p>Discuss at SLT and other relevant Forums.</p> <p>Include in PSHE and Assemblies.</p>	<p>School community becomes more aware of accessibility issues in general.</p> <p>Preparation is made for existing pupils to move up the School.</p> <p>This may enable access to be widened for prospective pupils with disability.</p>	<p>H+S Committee involved in capital spending proposals re DDA.</p> <p>H+S Committee oversee review of Disability Policy and Accessibility Plan.</p> <p>Ongoing reviews throughout 2021-22, 2022-23 and 2023-24.</p>
Staff skills	Training and/or recruitment of staff with required skills.	Teachers better able to meet the requirements of individual pupils to access the curriculum.	Ongoing reviews throughout 2021-22, 2022-23 and 2023-24.
Organisation of classroom layout to enable as full participation as possible	To ensure the school is aware of DDA requirements in regards to classroom layout and furniture.	Review type of furniture, layout of rooms and location.	Ongoing reviews throughout 2021-22, 2022-23 and 2023-24.
Educational visits	<p>Plan visits to enable inclusive participation in as full a way as Practicable.</p> <p>Where relevant, trip documentation and risk assessments consider access for</p>	Leads to improved provision on future trips.	<p>Ongoing reviews throughout 2021-22, 2022-23 and 2023-24.</p> <p>Specific pupils are able to participate in a number of educationally valuable trips during 2021-22 onwards.</p>

	<p>individuals with disability.</p> <p>After trips, a review meeting with respective parents is held.</p> <p>Additional staffing provided to help full access to trips.</p>		
PE and outdoor activity	PE activities are as inclusive as is practicable.	All pupils access a wide variety of PE curriculum.	Ongoing reviews throughout 2021-22.
Anti-Bullying	Anti-Bullying Policy to include the unacceptability of direct and indirect bullying of pupils with disabilities.	Pupils and staff become aware of issues real or perceived in terms of treatment of pupils with disabilities, leading to inclusion in the School community in line with the Ethos.	<p>There has not been a significant problem re bullying of pupils with disabilities.</p> <p>Keep anti-bullying policy up to date.</p> <p>Strong focus on anti-bullying in PHSE.</p> <p>Ongoing review of all the above anti-bullying achievements during 2021-22 onwards.</p>
Mental Health Issues	<p>Raise Mental Health awareness amongst staff.</p> <p>Improve pastoral tracking.</p> <p>Provide facilitating space in exams.</p>	<p>MHFA Training provided.</p> <p>Earlier intervention via pastoral tracking.</p>	Ongoing training provided.

## Access to information

Target	Strategy	Outcome	Notes
Provide written information in alternative format(s)	<p>Review the current methods for providing information as part of website review.</p> <p>Consider what other format(s) may be available.</p>	Determine whether current provision restricts unreasonably access of information about the School.	<p>Recognition of limited use of communication methods, primarily letter to parents – ongoing.</p> <p>Improved web site. 2021-22 to make</p>

	Consider design regarding colours and contrast, font size etc.	Written information provided in a format(s) to suit individual's circumstances thereby widening access	further improvements.
Provide facilitating support	ELSA.	Support for pupils with anxiety.	Ongoing reviews throughout 2021-22 onwards.
Improve provision of written documentation for visually impaired pupils/ parents	Provide written information in different formats to suit individual's circumstances. Use of laptops as required.	Access to written information widened.	School email addresses issued to all pupils and staff.

This plan is made with reference to the following School policies:

Equal Opportunities Policy

Child Protection and Safeguarding Policy and Procedures

Individual Needs Policy

EAL (English as an Additional Language) Policy

Health and Safety Policy

Disability Policy

Examinations Access Policies

Admissions Policy

Reviewed	27/9/2021
Next review	

## Appendix 1

### Identifying Barriers to Access: A Checklist

This list should help us as a School community to identify barriers to access that exist in the School. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of the School.

Section 1: How does the School deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?	Y	
Are classrooms optimally organised for pupils with disabilities?	Y	
Do lessons provide opportunities for all pupils to achieve?	Y	
Are lessons responsive to pupil diversity?	Y	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y	
Are all pupils encouraged to take part in music, drama and physical activities?	Y	
Do staff recognise and allow for the mental effort expended by some pupils with disabilities, for example using lip reading?	Y	
Do staff recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	Y	
Do staff provide access to computer technology appropriate for pupils with disabilities?	Y	
Are school visits including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y	
Are there high expectations of all pupils?	Y	
Do staff seek to remove all barriers to learning and participation?	Y	

## Appendix 2

### Identifying Barriers to Access

Is the School designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the theatre, dining room, library,		N

gymnasium and outdoor sporting facilities, playground and common rooms – allow access for all pupils?		
Can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		N
Are pathways for travel around the site and parking arrangements safe, routes logical and well signed?		N
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		N
Are non-visual guides used, to assist people to use buildings? E.g. lifts with tactile buttons	Y	
Has consideration been given to the décor or signage to check whether it could be considered to be confusing or disorientating for pupils with disabilities with visual impairment, autism or epilepsy?	Y	
Are areas to which pupils have access well lit?	Y	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		N
Is furniture and equipment selected, adjusted and located appropriately?		

## Appendix 3

### Identifying Barriers to Access

How does the School deliver materials in other formats?

Question	Yes	No
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Does the School provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms printed information?	Y	
Does the School ensure that information is presented to groups in a way which is user friendly for people with disabilities? E.g. by reading aloud overhead projections and describing diagrams	Y	
Does the School have the facilities such as ICT to produce written information in different formats?	Y	
Does the School ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Y	

Reviewed by SLT – Jan 22

Signed off SLT – Feb 22

Review – June 22