

Holmer Lake Primary School Accessibility Plan 2024-2027

SENDCo: Mrs. Mahoney

SEND Governor: Mrs. King

Schools' Duties around Accessibility for Disabled Pupils

The Equality Act 2010 states that schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils.

Reasonable Adjustment Duty

The Equality Act requires schools and LAs to make reasonable adjustments to ensure that disabled pupils are:

- Not at a substantial disadvantage
- Enable pupils to participate in education and associated services. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled pupils in terms of:
 - Time and effort
 - Inconvenience
 - Indignity and discomfort
 - Loss of opportunity and diminished progress.

Responsibility of Schools & LA

ALL providers to make reasonable adjustments to avoid disadvantaging pupils with disabilities, but schools have an additional duty to plan for better access for disabled pupils.

- Schools are required to prepare accessibility plans for their individual school and LA's are under a duty to prepare accessibility strategies covering maintained schools in their area.
- The nature and content of plans will depend on size of school and resources available to the school.
- Important that schools and LA share information on their plans so that LA accessibility strategy and individual schools' accessibility plans inform each other.
- The reasonable adjustments duty and a wider and more strategic planning approach for schools are intended to complement each other.

Accessibility Plans Target 3 Areas

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the physical environment of schools for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by schools.
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Increasing the Extent to which Disabled Pupils can participate in the Curriculum

- Improve the accessibility of the curriculum, covering both teaching and learning, trips and visits, after school activities and extended school activities.
- Planning - All schools must "use their best endeavours" to provide "high quality teaching that is differentiated and personalised" and which should "meet the individual needs of the majority of children and young people." (SEN Code of Practice 1.24).

- Demonstrate what actions the school is taking to increase access to the curriculum, particularly for those pupils with SEND.

Improving the Physical Environment of Schools

- To enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Reasonable adjustments may be needed to ensure equal access to the environment, including the creation of safe spaces, calming areas, and individual workstations.
- To ensure compliance with the Equality Act this is in reference to everyone accessing the building and not just the pupils.
- Support services from health, social care and education services are available to advise educational settings about suitable and reasonable adaptations to the inside and outside environment to help include pupils with SEND.

Accessibility at Holmer Lake

Holmer Lake Primary has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is physically, socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Outcome	Action	Timescale	Responsibility	Evidence / Success Criteria	Review Date:
Section 1- Access to the Curriculum					
Through reasonable adaptations provide alternative ways for children who to record their work.	Roll out staff training on alternative ways to record using Seesaw, laptops, InPrint, adults and ideas gathered from the PINS Project.	Spring 2025	HT/ SENDCo / All staff	Staff will be confident in using alternative ways and children's anxiety around recording work will be reduced.	Summer 2025
Section 2 – Access to the Environment					
Ensure signage is accessible to all disabled pupils with sensory needs or neurodiversity.	<p>Classroom doors are labelled with class name and teacher name plus a photograph of the class teacher.</p> <p>Door labels for all communal spaces in school so children know what to expect in each space e.g. with photograph and label.</p> <p>Create a whole school set of symbols for visual timetables.</p> <p>Roll out staff training on support on sensory needs and complete a sensory audit developing expectations to put into practice.</p> <p>Staff to consider removing visuals from the walls where font size is very small, or visuals are very high within the</p>	Spring 2025	HT/ SENDCo / All staff	Building work will be complete and the room will meet the latest accessibility criteria and will be in use.	Summer 2025

	classroom and therefore cannot be clearly seen by pupils. Consider which visual aids can be removed from the classroom wall and instead available for children in individual resource packs for learning to help refine the visuals on displays in the classroom and ensure that children instead have access to their own specific visual scaffolds or manipulatives that best support their individual needs.				
Section 3 – Access to information					
Through reasonable adaptations ensure our new school website is accessible to its audience. This will include current students, potential pupils and parents, as well as members of your local community.	<p>Seek feedback from school community including governors, pupils, parents, staff in school.</p> <p>Consider the needs of the audience.</p> <p>Within those groups consider the very different needs when it comes to accessing the Internet:</p> <ul style="list-style-type: none"> • Primary age students who haven't developed their reading skills yet or can't read small text. • Those for whom English is a second language, including those with good spoken English but less well-developed English reading skills. 	Spring 2026	HT/IT manager/ SENCo	<p>The following will be in place:</p> <ul style="list-style-type: none"> • Facility to increase font size • Video or audio • Translating tool • Appropriate screen contrast for those that are coloured blind and those with visual stress and/or Dyslexic tendencies. 	Summer 2027

	<ul style="list-style-type: none">• Those with dyslexia tendencies that benefit from a screen with a pale, off white background.• Those of all ages with visual impairments that mean they need to use a screen reader to access your site.• People with short-sightedness who can't read small text on a website.• Parents who may be unable to read.• Those with hearing impairments who can't hear the audio on any videos you post to your site.• Those that are coloured blind who can't read text against a background without sufficient contest, or struggle with specific colours.				
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Other Relevant Legislation, Regulations & Guidance

- Children & Families Act (2014)
- The Special Educational Needs & Disability Regulations (2014)
- The SEND Code of Practice (revised April 2015)
- Supporting pupils at school with medical conditions (2014)
- Working Together to Safeguard Children (2013)
- Reasonable adjustments for disabled pupils (2012)
- Disability Discrimination Order (2006)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The Children Act 1989 Guidance and Regulations Volume 2 & 3
- DfES “Accessible Schools: Planning to increase access to schools for disabled pupils”
- Health Standards (England) Regulations 2003