



Hollinswood Primary School & Nursery

Accessibility Plan 2021-2023

Outcome	Action	Responsibility	Success criteria	Timeframe	Review/Evaluation Questions.
1. Increasing the extent to which disabled pupils can participate in the school curriculum.					
<p>Continue to increase the extent to which SEN and disabled pupils can participate in the school curriculum.</p> <p>To ensure all learners have access to First Quality Teaching that takes into account the needs of all learners.</p>	<p>To seek relevant advice from outside agencies, such as Sensory Inclusion Service, OT, LSAT and EP and the school nurse, to complete, review and update risk assessments;</p> <p>Staff to take part in appropriate training, such as the Manual Handling, diabetes, asthmas, Epi Pen and feeding peg training.</p> <p>Subject coordinators in place for all subjects. Policies are updated and planning meets the requirements of the National Curriculum.</p> <p>Pupil Progress meetings held half termly. Staff to analyse half termly data and identify pupils or groups of pupils who may not be making good progress.</p> <p>Termly review meetings with SENCO for SEND pupils;</p> <p>Regular monitoring of SEN provision, data and progress to ensure that all learners needs are met and that appropriate progress is made.</p> <p>Weekly INSET to provide relevant CPD for all staff.</p>	<p>All staff</p> <p>Class teachers</p> <p>Admin team</p>	<p>Guidance available to ensure procedures are in place for staff working with pupils with complex needs.</p> <ul style="list-style-type: none"> ✓ Graduated response ✓ Whole school provision ✓ Termly SEN meetings ✓ Support from the SENCO. <p>Pupils are clear how to behave in a safe manner within the school environment.</p> <p>Teachers deliver a differentiated curriculum to enable all pupils to have equal access to learning.</p> <p>Provision Maps for individual learners communicate clearly barriers to learning and put appropriate provision in place to support these barriers. Provision Maps are monitored and progress can be measured.</p> <p>One Page Profiles are in place across the school that communicate briefly complex pupil's needs and support that is in place to support. These are to support;</p> <ul style="list-style-type: none"> ✓ Supply teachers 	Ongoing	<p>Do pupils make at least good progress in all subjects? Can all pupils access learning? Are there any groups of pupils that are not making at least expected progress? Risk assessments completed for children attending school to enable parents to support child in their preferred setting.</p>



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	<p>Weekly TA meetings to provide relevant CPD for all non-teaching staff.</p> <p>Ensure appropriate strategies are put in place to support with the end of key stage assessments. Pupils to have access to additional time, readers and any relevant resources such as enlarged scripts.</p>		<p>✓ Regular PE and Music teachers.</p> <p>✓ TAs working in class</p> <p>✓ Transition process.</p> <p>The relevant SEND Policies are reviewed and updated regularly. These are shared on the School Website and agreed by governors.</p>		
2. Improving the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by schools.					
<p>Improved access to designated areas over successive financial years.</p> <p>To decide which entrances and exits have priority, and plan to fit ramps and rails.</p>	<p>Planned use of capital delegated resources.</p> <p>Areas improved/to be improved:</p> <ul style="list-style-type: none"> ✓ Entrance to office building - Ramp installed; ✓ Access to playground – Ramp installed; ✓ Access to the Farah hall from fire exit-ramp to be installed. ✓ Yellow paint strips to be added to steps in the corridor within the Farah building. ✓ Raise the floor level to improve access to the internal courtyard. ✓ White lines on edges of steps and borders of grass – To be actioned; ✓ Disabled parking bay markings installed; ✓ Disabled toilet access on both sites; ✓ Clear signage around school installed; ✓ Visual Fire Alarms installed at Bushell; ✓ Visual Fire Alarms to be installed at Farah; ✓ Other Marking's around school where necessary. ✓ Termly site walks by Business Manager, Head and caretakers to identify necessary repair and upkeep work. 	Admin team	Where possible, adaptations to be made to school site to enable safe access for all pupils in school.	Ongoing	Is there appropriate accessibility for all pupils?



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Ensure emergency evacuation systems are set up to inform all pupils, including pupils with SEN and disability.	<p>Personal, Emergency, Evacuation Plans are in place for all pupils where it is deemed necessary.</p> <p>PEEPs are reviewed and updated at least annually by class teachers with parents.</p> <p>The Business Manager to ensure that these are in place and reviewed appropriately.</p>	<p>Admin team</p> <p>Class teachers</p> <p>Parents</p>	<p>When necessary, PEEPs are in place and up to date.</p>	<p>On going.</p>	<p>Are plans in place to ensure the safe evacuation of all pupils? Are these plans updated and reviewed?</p>
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.					
Written materials to be available in a variety of alternative formats to support parents of EAL children and pupils with Vision Impairment.	<p>The school to access services such as Sensory Inclusion Service & MDT for support in converting written information.</p> <p>Ensure use of EHCP funding to enable a member of staff the appropriate time to prepare resources for pupil with VI.</p>	<p>SJ KO Class teachers</p> <p>SENCo Class teachers</p>	<p>All parents have access to information provided by school that they can read.</p> <p>All pupils, including those with vision impairments, to be able to access written resources in class.</p>	<p>Ongoing</p>	<p>Are parents able to access information provided by school?</p> <p>Do all pupils have appropriate resources in class? Are there reading materials available for pupils with VI?</p>