

# Holmer C of E Academy



## Accessibility Plan

**Reviewed by:** SENDCo and DHT

**Approved by:** Governors

**Date:** September 2024

**Review:** September 2027

# Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability.
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum.
- b) improving the 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.
- d) 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 School's Context

Holmer C of E Academy is a two-form entry primary school, age range 4 years to 11 years old. situated on the outskirts of Hereford. The school comprises of three school buildings dating between Victorian to 2023 build. There is disability access for all classrooms (a lift is provided to access the second floor of the newest block) and main areas of the school. There are two staff rooms situated on the second floor of one building which have no access for disabled staff (these are no longer in regular use).

## The School's Aims

- To inspire us all to create a better world.
- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning

- For all members of the school community to model positive, respectful relationships.
- We are working within a national framework for educational inclusion provided by:
- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

### **Our Aims are to provide:**

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

### **Current good practice:**

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All main entrances to the school are either flat or ramped and have wide doors. The main entrance was added in 2016 and has a wide, automatic door into the entrance. The lobby is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord in two of the buildings. The school has internal emergency signage and escape routes are clearly marked.

There are only two rooms disabled staff have no access to but they are no longer included in our teaching plan.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

## Holmer C of E Academy Accessibility Plan 2024-2027

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ Senco	Termly meetings with parents/carers – Termly consultations PLP / Annual Review meetings with SENCo Stay and Learn sessions	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco/ School nurse	Epipen training Intimate care policy and trained staff Training from SALT, colourful Semantics, Team Teach, Emotion Coaching. Advisory Team, Sensory Support team Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc. On site advice and assessments from qualified SENCO.	Training time TA time allocated	In place and ongoing: Epipen Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Senco/ SLT	Strategic deployment of support staff/intervention teacher Use of technology e.g. IPADS, voice activated text to type, specific SEN programs such as Nessy and Engaging Eyes. Purchase and allocate further resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys. EAL support from LA advisor. Use of DuoLingo and CGP EAL for EAL pupils. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress. Barriers to learning are removed by use of apps.
Adaptations to the curriculum to meet the needs of individual learners	Senco/KL	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes	S+L therapist	In place and ongoing	Needs of all learners met enabling positive outcomes

		Specific training in word processing skills through touch type Programmes. Use of access arrangements for assessment/National tests	Independent speech therapist termly Occupational therapy/Sensory		
<b>Environment</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Safety of internal fire doors (currently held open with magnets)	HT + Grounds Team	Fitting of magnetic catches connected to the fire alarm system for all internal corridor doors.	F + PC sub-committee	July 2025	Internal corridor doors are automatically kept open in emergency situations, allowing everyone to exit safely and swiftly.
Prevention of sound issues in main hall	SENCO + DHT	Explore possibilities of adding an induction loop to main hall.	Quotes Induction Loop Sound engineer to fit.	July 2026	Staff/pupils with hearing impairments, can hear clearly in the hall.
Hygeine Room Provision	SENCO + HT	Convert existing disused wet room into hygiene room and reinstate services.	Planning Quotes Building resources as appropriate.	As and when needed	When needed, pupils have access to a fit for purpose hygiene room.
Access to staff/resource room	SENCO + HT	Ensure that everybody has access to resource room and staff room, installing a lift / stair lift as	Planning Quotes Building resources as appropriate.	As and when needed	All staff can access upper staff room/resource room.