



Holly Park School Access Policy, Audit & Plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Links to the UN Rights of the Child

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 4

Governments must do all they can to make sure every child can enjoy their rights.

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Holly Park School plans, over time, to improve the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school such as the building will allow for and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. Information about our Accessibility Plan will be published on the school website

7. The Plan will be monitored through the governors Staffing & Pupil Welfare committee and Premises

8. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

9. The school works in partnership with other agencies to support pupils, parents and teachers.

Our Pastoral Team provides additional support for pupils and parents.

Document Control

Revision History

Version	Revision Date	Revised By	Revision
I.0	Autumn 2013	Ann Pelham	Revised
I.1	Summer 2014	S&PW Committee	Amended, adopted & ratified
I.2	Summer 2015	S&PW Committee	Amended, adopted & ratified
I.3	Summer 2016	S&PW Committee	Amended, adopted & ratified
I.4	Summer 2017	S&PW Committee	Amended & ratified
I.5	Summer 2018	S&PW Committee	Amended & ratified

I.6	Summer 2019	S&PW Committee	Amended & ratified
I.7	Summer 2020	S&PW Committee	Amended & ratified
I.8	Summer 2021	S&PW Committee	Amended & ratified

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		
Chair of Governors	Tim Graveney		

Distribution

Shared with
<ul style="list-style-type: none"> • Staff via school server • Parents via Website • Governors via committee meetings

Date for next review
Summer 2022

APPENDIX I

HOLLY PARK PRIMARY SCHOOL

Access Audit 2021- 2024

Current practice and facilities that allow for greater access to the school for all children, parents, visitors or members of staff, regardless of physical disabilities or profound needs, enabling them, as far as possible and within the constraints of the buildings and the budget, to participate and feel included in school life. This includes access to the curriculum, pastoral care as well as physical ease of movement.

Area	Current facilities
Buildings	<ul style="list-style-type: none">• Disabled toilets• Re-designation of classrooms as needed• Improved signage• Telephones in Junior building• Two staffrooms available – one on ground floor
Curriculum (See SEN information)	<ul style="list-style-type: none">• Differentiation• PECS system• Teaching assistant support• SEN teacher support• ICT programmes• Flexible transitions in nursery, reception• Additional enhancing support programmes• Interventions – e.g Project X, BRSP, Toe by toe, First Class@number, pirate writing
Medical	<ul style="list-style-type: none">• First aid• EPI pens• Inhalers• Medical board in welfare room• Care plans• EPI Pen & Asthma training• Access to school nurse facility• Specialist medical training for individual pupils medical needs as required e.g catheter training• Defibrillator• Recorded allergies for food (in kitchen)• First aid qualifications
Behaviour	<ul style="list-style-type: none">• Sanctions

(see policy)	<ul style="list-style-type: none"> • Sticker system • Head teacher awards • Outside agencies • Relevant policies • Marble jars • MTS – Golden tickets • Individual behaviour plans as necessary • Access to HIST team
Pastoral	<ul style="list-style-type: none"> • Welfare support • Orchard room • Learning Mentor • Pastoral Group • HEWS • Dog Therapy • Happy to be Me • Circle Times • School Dog
Staff	<ul style="list-style-type: none"> • NQT mentors • SENCO meetings • Access to appropriate INSET • BPSI Barnet training • Barnet subject leader meetings • Barnet resilience project • Support from LNI and other services • Mental Health First Aider
Visitors	<ul style="list-style-type: none"> • Met in foyer and accompanied to relevant staff/room. • Visitor badges • Disabled visitors accompanied at all times • Made aware of evacuation procedures • Risk assessments available for disabled visitors
Parents	<ul style="list-style-type: none"> • Early planning to receive pupils with SEN • SENCO meetings as needed • Foundation stage meetings • IEP meetings • Annual Reviews • Parent workshops • Parent Gym • HEWS • Home visits for new starters
Pupils	<ul style="list-style-type: none"> • Nursery home visits • Reception home visits • Home visits for all new children • Phased introduction into school • Training for specific needs Autism, Down' Syndrome etc • Individual risk assessments carried out as required for pupils with long term or short term disability

	<ul style="list-style-type: none"> • PEEPs written if needed
Training and support	<p>The school works closely with specialist services including:</p> <ul style="list-style-type: none"> • Hearing Impaired Children's service • Visual Impairment Advisory and Support Service • Occupational Therapists and physiotherapists • Speech and Language Therapy • HIST Team • HEWS • CAMHS • Educational Psychologists

APPENDIX 2

ACCESS PLAN – PHYSICAL ENVIRONMENT

Access Report Ref.	Item	Activity	Timescale	Completed
I	FIRE DOORS TO BE FITTED IN A LOWER JUNIOR CLASSROOMS	Install doors to the most vulnerable classroom that doesn't have direct access to the outside	By Sept 2021 finance permitting	Completed summer 2021
2.	Hearing panels fitted in Junior building for specific pupils	Move boards from existing room and add 1 extra	Ongoing as needed until 2021	

ACCESS PLAN – IMPROVING CURRICULUM ACCESS

Target	Strategy	Outcome	Responsibility	Time-frame
Autism training for Key staff in KS2	Book key staff on to Autism training as pupils transition	Book courses	DHT SENCO	Ongoing until September 2021
Classrooms are organised to promote the participation and	Review layout of furniture and equipment to support	Lessons start on time without the need to make adjustments to	Teaching Staff	Ongoing

independence of all
pupils

the learning process in
individual class bases

accommodate the
needs of individual
pupils