

# Accessibility Plan Jan 2017 – Jan 2018



At Hollymount School we are committed to providing a fully 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.

Hollymount School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

Increase access to the **curriculum** for all pupils, including those with a disability. 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 the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

The action plans attached to this document relate to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Health & Safety
- Equality Policy and Statement
- Special Educational Needs
- Behaviour Management
- School Development Plan

Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Standards, Teaching and Learning and Business committees of the Governing Body.

## Hollymount School Accessibility Plan Jan 2017 – Jan 2018

### Improving the Physical Access at Hollymount School

<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Cost £</b>
Fire evacuation plan and equipment for wheelchair users on the upper floor	Procedures to be finalised, signage designating the fire refuge area and the purchase of a fire evacuation chair. Training will also be needed in the use of this chair. This will allow wheelchair users to access the first floor safely	July 2017	All measures will be in place and key staff trained in the use of the evacuation chair	£300
To trial and potentially purchase a Soundfield System	To borrow a Soundfield system and trial in the Nursery classroom to evaluate the effectiveness of the system for providing greater access to a hearing impaired child.	Spring term 2017	If the trial is successful a system will be purchased.	£800
Resources for pupils with sensory needs to support them to access the curriculum by maintaining focus and concentration.	Using advice from outside agencies (OT, Physio) purchase appropriate equipment to support pupils to access the curriculum.	Ongoing	Pupils will have access to appropriate resources to support them to maintain focus and concentration and access the curriculum.	£500
Lighting in the outside environment of the school	Ensure all lighting is working, is checked and maintained regularly and repaired promptly when necessary.	Ongoing	All lighting in the outside environment of the school is functioning properly enabling safe access around the site	Not known

## Improving the Curriculum Access at Hollymount School

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Success Criteria</b>
To ensure there is capacity within the school to support the emotional and mental health needs of our pupils	To identify and train another ELSA to build capacity in our support for pupils with SEMH needs. Headteacher and Inclusion Manager to identify appropriate person from current support staff Identify and recruit suitable candidate. Enrol them onto the training course beginning Autumn 2016.	We will build capacity within the school to meet the ever increasing need of children with SEMH needs. This in turn will lead to greater stability for these pupils and an ability to engage more effectively in class and access the curriculum.	Sept 16 – July 17	We will have two fully trained ELSAs available to support the needs of pupils in the school. There will be greater access to the curriculum for emotionally vulnerable pupils.
To continue to develop awareness and understanding amongst all staff to be able to recognise and respond to the needs of pupils with emotional and mental health difficulties.	Source further training to support staff to identify and support pupils with emotional and mental health needs. Training for support staff to identify and support pupils with SEMH needs	Teachers will feel more able to identify and support emotionally vulnerable pupils. They will develop their own skill level and will also understand when it is appropriate to request additional support. They will know what additional support might be available.	Dec 2017	Staff will feel more able to identify and support pupils with SEMH needs and will understand the additional support that is available.
The Inclusion Manager to develop her understanding and identification of pupils with emotional and mental health needs as outlined in the new SEN Code of Practice	Inclusion Manager to source and attend more in depth training in identification and support of pupils to enable her to meet the requirement of the new SEN Code of Practice.	Inclusion manager and ELSA to attend training provided by Wishmore Cross Academy in association with CAMHS. The training is being funded so is free to schools	July 2017	Inclusion Manager will be better informed about a range of mental health need and will be able to support her colleagues with this aspect of SEN
To increase understanding of pupils with sensory and physical needs.	Training will be delivered by Michelle van Rooyen (OT and Handwriting Tutor) to help staff gain knowledge and understanding of the issues faced by these pupils and develop techniques and strategies to support them in class.	Teachers will have an understanding of the issues involved and develop a range of strategies and techniques to support pupils to focus and engage with the curriculum successfully.	July 2017	Children with physical and sensory needs will be well supported and make appropriate progress.

### Improving Communication Access at Hollymount School

Target	Actions	Outcome	Timeframe	Success Criteria
To utilise the full potential of online communication tools to provide better access for parents to school information, particularly working parents	Ensure that parents have access to systems such as Parent Pay and the online booking systems. Explore other online tools for improving communication.	Parents will have easy access to all information needed and will be able to access booking and payment systems online.	Dec 2017	Online communication systems for parents are being utilised to their full potential to ensure good communication links between home and school.
To ensure contact information for all families is correct and up to date, including email addresses for online communication systems.	Office Admin to regularly request updates of contact information kept in school. This could happen termly with parents only returning forms where updated information is needed.	Contact information will be continually updated so that parents can be easily contacted in different ways, including online.	Termly	Parent contact information will always be up to date.
To fully embed and evaluate the EAL induction process, ensuring that parents have access to support to be able to fully understand information given to them both verbally and in paper form and ensure that the fullest information is gathered at the initial meeting.	EAL induction process has been in place for a year. Inclusion Manger will speak to teachers and admissions officer to check if the protocols are being followed and ask for evaluation of their effectiveness. Any amendments that are required as a result of this consultation will be made. List of parent volunteers to assist at meetings to be reviewed. Parents who have previously volunteered will be contacted to check if they still want to be involved.	The EAL induction process will be working effectively to support newly arrived pupils and their families to access and share necessary information about and with the school.	Spring term 2017	Newly arrived EAL pupils will make a smooth transition into their new school and all relevant parties will be fully informed.