



Accessibility Plan for School

DOCUMENT STATUS

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Holly Lodge, our Governors, staff, students and our partners pride ourselves on our commitment to a comprehensive education , accessible to all , exemplifying tolerance , diversity and respect.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement this plan and we will work closely with the Local Authority and community partners in achieving our aims

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have considered a range of stakeholders in the development of this accessibility plan,

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises where possible.

3. Action plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO 9BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • Teaching is adaptive • Teaching is largely in mixed attainment setting • There is provision for students who require additional support which is reviewed regularly • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum content promote students knowledge of issues around disability such as through the PSHE curriculum • Curriculum progress is tracked for all pupils, including those with a disability	That all pupils are able to experience a broad and balanced curriculum that will impact their lives positively	Subject/Curriculum Reviews SOW to be monitored and updated in line with this plan Progress of students with SEND to be tracked Ongoing training on health related conditions such as diabetes and asthma	AXS LT/ CL's SW SW/FMD	Ongoing	Pupils with a disability talk positively about their curriculum experience and make good progress

	• Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Training provided for all staff on hearing SEND including ADHD, ASD, Speech and Language, Cognition and Learning, hearing impairment, reading, and other disabilities • Pupils with chronic health conditions have Health Care Plans • Access to technology such as laptops					
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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Lifts in all buildings • Flat access to all buildings • Disabled parking bays • Disabled toilets in all buildings • Pupils with chronic conditions have HCP • We work closely with school health/Nurses to support access to the physical environment • When necessary, certain adjustments are made to ensure access whilst maintaining safety Safe lighting across the site [pathways and between buildings] Maintained grounds so that there are no trip hazards, or dangers across the site		Continually monitor across the site Swift response to any issues	MMcH		
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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Key safeguarding communication can be made available in translated templates • Use of translators for families where English is not a first language • Provide written information in alternative formats e.g. on different coloured paper and/or using coloured overlays or different font, including interactive whiteboards.	Pupils are equipped with the necessary information to have a successful and fulfilled school experience	Further audit of auditory friendly classrooms Ensure appropriate visual adaptations are being made by staff consistently Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and use window blinds Monitor website to ensure disability friendly	SEN team Curriculum Leaders All teaching staff	Ongoing	Pupils and parents report they are happy with the information shared by school.
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board [or appointed committee] and the headteacher.

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5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality Policy and Equality statement
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy