



Holly Hill  
Church School

# **Accessibility Policy And Action Plan**

*As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.*

Dated Issues: January 2025

Review Date: January 2028

Signed: ..... (Chair of Governors)

## 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

*Holly Hill church school strives to ensure that the culture and ethos of the school are such that whatever the needs of members of the school community, everyone is equally valued and treats one another with respect.*

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

Holly Hill 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 the plan.

*This policy is drawn up in compliance with current legislation and requirements as specified in scheduled 10, relating to disability, of the Equality Act 2010*

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

	Target	Strategies employed to meet targets	How will the impact be monitored?	Who is responsible?	Timescales	Progress Commentary
Improve and maintain access to the physical environment.	Ensure current pupils with a disability have full access to all areas of school  Audit of accessibility of school grounds	Work with support services to review provision, make purchases and adjustments necessary	Review with identified children's parents	SENCo  Caretaker  SLT  Teachers	Ongoing	<ul style="list-style-type: none"> <li>Current pupils with physical needs have full access to all areas of school. To be reviewed with parents on admission</li> <li>Governor walk around to audit accessibility.</li> </ul>
	Corridors to be kept clear.	<ul style="list-style-type: none"> <li>Corridors are kept clear to ensure all children including those with a disability can move around school safely</li> <li>Expectations raised with keeping areas of school tidy.</li> </ul>	Are corridors tidy and safe?	Teachers	ongoing	<ul style="list-style-type: none"> <li>Larger peg hooks in class to ensure coats are kept tidy and safe.</li> <li>Expectations set for children to keep areas tidy.</li> </ul>
	All students and adults are able to evacuate the building	<ul style="list-style-type: none"> <li>Ensure fire exits are accessible for wheelchair</li> </ul>	Checks that pupils and adults can get out of the building safely	SENCo  Governors	ongoing	<ul style="list-style-type: none"> <li>Fire exits checked on unlocking.</li> <li>Fire exits and general exits</li> </ul>

	safely in an emergency	<ul style="list-style-type: none"> <li>Fire escape route reviewed at each fire drill</li> </ul>		Lead Fire Marshall (JI)		<p>assessed for wheelchair access by resources committee, buildings specialist and care taker</p> <ul style="list-style-type: none"> <li>PEEPS in place for any children, reviewed on admission.</li> <li>See plan of school for areas of access, alarms, emergency lights etc</li> </ul>
	All students with a disability have access to disabled parking	<ul style="list-style-type: none"> <li>Spaces provided outside school</li> <li>Staff in school to notify those without disability using space when it is needed</li> </ul>	Is disabled space available when needed?	Council  Office staff	Ongoing	
	All students with a disability have access to toilet facilities	<ul style="list-style-type: none"> <li>Disabled toilet in year2 corridor and nursery. Consider position of classes in future if children in other areas of school have a disability</li> </ul>	Standard of toilet facilities is maintained	Cleaners  Caretaker	Ongoing	
Curriculum Access	All students have access to a broad, balanced and relevant curriculum	<ul style="list-style-type: none"> <li>Ensure curriculum is relevant and accessible to all children.</li> </ul>	The curriculum ensures provision for those with a disability	SLT	Start of school year  Ongoing	<ul style="list-style-type: none"> <li>Curriculum topics aim to inspire children. Wow days and visits planned to</li> </ul>

						<p>enhance curriculum to ensure all children have same experiences</p> <ul style="list-style-type: none"> <li>Guidance from professionals sought regarding accessing PE curriculum (those with disability, medical need)</li> </ul>
	All students have access to a differentiated curriculum that meets their needs	<ul style="list-style-type: none"> <li>In line with SEN policy, Children have Individual targets , EHCP that outlines their needs and allows for personalised learning</li> </ul>	All learners are accessing the curriculum and show evidence of being on track to meet their target	SENCo	ongoing	<ul style="list-style-type: none"> <li>SEN Children have ITP targets which are addressed at pupil progress meetings.</li> </ul>
	Pupils access to the curriculum is increased as they attend more regularly	<ul style="list-style-type: none"> <li>Ensure that those with a disability have good attendance</li> </ul>	Attendance monitored half termly	SLT	Ongoing / half termly	<ul style="list-style-type: none"> <li>Attendance monitored - overview of who has poor attendance, why and what is going to be done to improve this</li> <li>Gaps in learning following long absence being addressed</li> </ul>
	Pupils access to the curriculum is increased because there is reduction in	<ul style="list-style-type: none"> <li>Ensure that exclusions are kept to a minimum</li> </ul>	Children at risk of exclusion are supported	SENCO	ongoing	<ul style="list-style-type: none"> <li>Reducing the risk of exclusion plans in place</li> </ul>

	exclusions, individual pupils needs are met and suitable provision is provided	<ul style="list-style-type: none"> <li>Children at risk of exclusion identified and behaviour plans / minimising risk of exclusion plans devised</li> </ul>		Behaviour coordinator  Learning Mentors		<ul style="list-style-type: none"> <li>Behaviour plans adhered to and reviewed.</li> <li>Behaviour logs completed</li> </ul>
	Ensure that disabled pupils can participate in extracurricular activities, trips and visits	<ul style="list-style-type: none"> <li>Audit of school trips, visits, extra-curricular activities.</li> <li>Consider suitability of trips and visits for those with disability or additional need.</li> <li>Risk assessments carried out</li> </ul>	All children are accessing trips and visits.	SLT	Start of school year  Ongoing	<ul style="list-style-type: none"> <li>Risk assessments specifically identify those with disability or additional need.</li> <li>Consideration of these children is made when planning trips.</li> </ul>
	Staff are trained in supporting pupils with SEND - focus on key areas with the school SLCN, MLD, D, VI, HI, ASD	<ul style="list-style-type: none"> <li>SENCO and other professionals deliver training and guidance where possible.</li> <li>Audit of staff knowledge and skills regarding areas of SEN. Gaps in knowledge identified and external advice sought if necessary</li> </ul>	Training is delivered and suggestions followed through in class	SENCO	Ongoing  Audit of needs yearly	<ul style="list-style-type: none"> <li>S&amp;L training delivered. Identification of children, strategies, referral system discussed.</li> </ul>

## **4. Monitoring arrangements**

This document will be reviewed every **three** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Full Governing Body.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Building is 1 storey High	n/a (all 1 level)	n/a	n/a
Corridor access	All corridors are accessible and wide enough for wheelchair access	n/a	n/a	n/a
Lifts	No Lift present	n/a	n/a	n/a
Parking bays	No parking bay allocated for school use	If required, look at providing disabled bay parking as one of the staff bays in car park	Bursar	If Required
Entrances	All accessible and one level Key pad accessible	n/a	n/a	n/a
Ramps	n/a	n/a	n/a	n/a
Toilets	2 x disabled toilets in building at present. Both maintained under facilities management	Planned new nursery build will remove 1 x disabled toilet. To monitor if 1 toilet suitable if requirements change.	Bursar	If required

Reception area	All accessible	n/a	n/a	n/a
Internal signage	Clear. As confirmed Fire Risk Assessment 2018	To monitor annually	Bursar	March Annually
Emergency escape routes	All escape Routes clear. PEEP available to all visitors (on signing in system).	Add to daily BSS task on unlocking To monitor annually	Bursar	Completed