

Holmwood House - Disability Access Plan

2017-2020

Overall Aim

The school seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

The plan seeks to:

Increase the extent to which disabled pupils, including those with SEND can participate in the school curriculum. 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.

Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled. This covers documentation related to the curriculum, to general school documentation and also information which is normally sent home. Plans will need to adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from as planning consent or listed building/conservation area status.

This plan covers a three-year period. It is reviewed annually by the school and monitored by governance.

Holmwood House School - Disability Access Plan							
Theme/ Target/ Objective	Actions	Leading	Date	Cost	Success Criteria	Outcomes for Learners	Evaluation
Enabling Participation in the School's Curriculum for All	Train staff on differentiation.	DoS	09/17	INSET Time iSams installation	The needs of all pupils are catered for in all aspects of their time at school.	Learners are more able to access the curriculum and through the assessment structure, they are able to demonstrate their achievements.	
	Use MIS to improve access of teachers to information.	MIS/LSC	09/18				
	Provision of aids to assist visual or auditory impairment.	LSC	Ongoing	LS Dept Budget N/A			
	Review ICT resources in line with needs of annual cohorts.	HoICT	Annual				

	<p>Ensure consideration given to SEND in all internal and external testing.</p> <p>Monitoring of SEND progress within progression meetings as a specific cohort</p>	<p>DoS/LSC</p> <p>DoS/LSC</p>		N/A			
Improving the Physical Environment	<p>The décor may be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.</p> <p>Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?</p> <p>Check lighting of areas where access is needed.</p> <p>Ensuring Class displays are accessible to all pupils</p>	<p>SBM</p> <p>SBM</p> <p>SBM</p> <p>SBM</p>	<p>09/18</p> <p>09/18</p> <p>09/18</p> <p>09/18</p>	<p>Maintenance Budget</p> <p>Maintenance Budget</p> <p>N/A</p> <p>N/A</p>	<p>Working areas for all learners has been assessed and altered to ensure access to the curriculum as well as an environment which supports their learning.</p>	<p>Learners' progress is not hampered by the learning environment.</p>	
Accessibility of Information	<p>Ensuring all signage is sufficiently clear, with visual cues.</p> <p>Policies available electronically so that user can adapt to their needs.</p> <p>Enabling compatibility on website.</p>	<p>HM</p>	<p>09/18</p>	<p>N/A</p>	<p>Information is accessible by all</p>		

Ensure equality in the nursery setting	Raise awareness of equality throughout the setting.	Nursery Manager	Dec 2017	N/A	Named ENCo in place	Trained, named ENCo now in place	
	Our nursery accepts funding from the local authority to deliver early education places and have regard to the <i>SEND Code 2014</i> .		Sept 2017	N/A	Better access for children with disabilities.	In place.	
	Where a child appears to be behind expected levels, a methodology is outlined in the <i>SEND Code 2014</i> for gathering information and seeking “Early help” (see Working Together), if appropriate. The cycle of action: assess/plan/do/review, is used to create a graduated response to needs.		Sept 2017	N/A	Pupils’ needs are identified early and responded to appropriately	In place	
	Guidelines are used for seeking external help of specialists or requesting an EHC assessment.		Sept 2017	N/A	Continued excellent relationship with ECC SENCO	In place	

Last Reviewed - October 2018 by AJM