

HOLME COURT SCHOOL ACCESSIBILITY PLAN

September 2016 – September 2019

Plan agreed: October 2016

Plan Review: November 2017

Lead member of staff: Anita Laws

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are an independent school for boys and girls in Key Stages 3 and 4. The school comprises of a single storey building, with toilets outside and a hall shared with the scouts.

The School's Aims

- To offer a broad and balanced curriculum for KS2 and KS3 with an emphasis on literacy acquisition.
- To embrace a partnership between the school and home
- To offer to each member the opportunity to grow in knowledge and skills
- To ensure every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2002**
- The **Disability Discrimination Act (amended for school 2001)**
- Code of Practice for Schools (Disability Rights Commission)
- Ofsted inspection framework

The priorities for the Accessibility Plan for our school were identified by the SLT.

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| 1. Planning |
| 1A: The purpose and direction of the school’s plan: vision and values The aim of Holme Court School is to increase access to the curriculum for all our pupils with disabilities. This covers teaching and learning and the wider curriculum of the school such as participation in cultural activities and school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist pupils in accessing the curriculum. |
| 1B: Information from pupil data and school audit All our pupils have learning differences, with one with a hearing impairment. At present we have no wheelchair users, staff, children, or parents. |
| 1C: Views of those consulted during the development of the plan For pupils with EHC plans/statements, their views are gathered through the Annual Review process. Their parents also have the opportunity to express their views orally or in writing, including highlighting any possible gaps in provision. The rest of the school attends the School Council, where they are free to suggest improvements. |

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

As a small, specialist school, we are in a good position to consider the needs of every pupil at all times. Children with recognised additional needs have an LSA to support them either throughout the day, or at specific times. Reasonable adjustments are made throughout the day e.g. use of Readers, Scribes etc. The School Council is available as a forum for children to discuss any difficulties, and to propose any changes.

Children are grouped for Maths and Literacy according to need. 1:1 specialist support is available. All staff are trained in neurodiversity, with a particular focus on dyslexia.

Specialists such as Hearing/Vision Impairment team visit, as do Speech and Language Therapists and Occupational Therapists. Counselling is available.

Actions to improve Teaching and Learning: to investigate the provision of specialised equipment (e.g. ICT) to support teaching and learning; to monitor curriculum changes and physical access needs to ensure they remain robust.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The main building is wheelchair friendly, and the staff toilet is also a disabled toilet. The toilets are unfortunately outside, but the school is mindful of the cost of converting them to be part of the school, and this would be a decision of ISP.

The school is dyslexia friendly, with visual timetables, uncluttered display areas, written information supported by Widgit whenever appropriate.

Over the period of this plan, the school needs to be constantly aware of the need to provide Assistive Technology for our students and to review its provision.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils:

We are constantly mindful of making all written information as accessible as possible for children with reading difficulties. Pupils are supported using Visual Phonics, and Widgit as appropriate.

3: Making it happen

3: Management, coordination and implementation

- The planning process – September 2016, Actions to be investigated and implemented as necessary, review to be conducted annually.
- Also see School Development Plan
- Coordination and Implementation – Senior Leadership Team and ISP