

HOLBEACH
PRIMARY ACADEMY



UNIVERSITY OF
LINCOLN

Holbeach Primary Academy Accessibility Plan

2024-2027

Purpose of the Plan

The purpose of this plan is to show how Holbeach Primary Academy intends to further increase the accessibility of our academy for disabled pupils.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Vision

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

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

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

The academy supports any available partnerships to develop and implement the plan.

Our academy'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, parent/carers, staff and governors of the academy.

Legislation and guidance

This document meets the requirements of

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 non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Holbeach Primary academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the academy community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The academy aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in academy life. The academy is active in promoting positive attitudes to disabled people in the academy and in planning to increase access to education for all disabled pupils.

As part of the academy's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The academy building and playground are accessible for all children. The building is all on the same level. The current range of disabilities include Autistic Spectrum Disorder, dyspraxia, cerebral palsy and medical conditions asthma and diabetes. When pupils enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the academy and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, in classrooms and the Principals office and in the medical room. We have Paediatric first aiders and competent First Aiders who hold current First Aid certificates.

All medication is kept in the medical room which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents/ carers outlining the illness and amount and time of medication. All medication that is given is recorded.

Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

Links with other policies

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

- Health and Safety Policy
- Equality information
- Special Educational Needs information report
- Supporting pupils with medical condition policy

Holbeach Primary Academy Accessibility Plan 2021-2024 actions	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
Ensure the accessibility Plan is an annual item at the GB meetings.	CEO to add to list for GB meetings.	Adherence to legislation.	Annually.	Yes
Increase staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole academy aware of issues.	On-going.	Yes
Ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	Yes
Ensure child recovering from serious medical condition has minimal risk of contracting infections.	Parents to be reminded of need to inform school about any infections which may be a cause for concern.	Child continues to make good recovery.	Half termly.	Yes
Physical Environment				

Ensure that, where possible, the academy buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	<p>Audit of accessibility of academy buildings and grounds by Governors. Suggest actions and implement as budget allows.</p> <p>Annual H and S audit considers accessibility.</p>	<p>Modifications have been made and any additional required will be made should the need arise to improve access.</p> <p>Accessibility plan revised accordingly.</p>	On-going.	Yes
Curriculum				
Increase access to the curriculum for pupils with a disability	Our Academy offers a differentiated curriculum for all pupils.	Full curriculum delivered across all year groups to meet latest expectations	Ongoing	Yes
	We use resources tailored to the needs of pupils who require access to the curriculum.	Resources provided where identified.	Ongoing	Yes
	Curriculum resources include examples of people with disabilities.	Resources purchased reflect the range of equality.	Ongoing	Yes
	Curriculum progress is tracked for all pupils including those with a disability.	Meetings take place termly.	Ongoing	Yes
	Targets are set effectively and are appropriate for pupils with additional needs.	Set, agreed and applied.	Ongoing	Yes

	The curriculum is reviewed to ensure it meets the needs of all pupils.	Reviewed annually nad sooner in response to revised documents.	Ongoing	Yes
Continue to train staff to enable them to meet the	SENCo to review the needs of children and	Staff are able to enable all children to access the curriculum.	On-going.	Yes
needs of children with a range of SEND.	provide training for staff as needed.			
Ensure that all children are able to access all out-of academy activities. eg. clubs, trips, residential visits etc.	Review of out of academy provision to ensure compliance with legislation. Review pupils with parent/carers to judge aspects appropriate to take part in.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	Yes
Provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo.	Yes as required.
Meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	Yes-reviewed again –Feb 2019
Additional Information				
Ensure that all parents /carers and other members of the academy community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	Yes.

Ensure that parent /carers who are unable to attend academy, because of a disability, can access parent/carers evenings. Ensure they are aware of disabled parking facility.	Staff to hold parent/carers meetings by phone or send home written information.	Parents are informed of children's progress.	Termly.	Yes
Ensure that pupils with specific needs have a risk assessment in place.	Academy Leads/Pastoral Team to review risk assessments and amend if necessary regularly.	Parents are informed of detail of risk assessment and any amendments and sign.	As needed	Yes

