School Accessibility Policy and Plan

"Today's learners are tomorrow's leaders"

Introduction

This plan is drawn up in accordance with the planning duty in the disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

> "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".

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA(as amended by the SENDA):
    - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled pupils less favourably
    - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
    - To publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

    - Setting suitable learning challenges

    - Responding to pupils' divers learning needs

    - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

d) Financial planning and control

The Headteacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School accessibility Plan will be integrated into the School Development Plan.

e) Action Plan

See attached (Appendix 1)

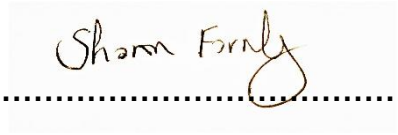
Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Staff training and development plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies
- Governor training plan

School Accessibility Plan

Chair of Governors: *Sharon Farnley* **(please print name)**

Signed:  ……

Headteacher: *Tom Bulpitt* **(please print name)**

Signed:  ……

Date of Policy: March 2026

Date of Review: March 2029

Appendix 1 Holbeach School Access Plan

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office staff	Staff aware of services available through LA, people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Contact details & cost of translation / adaptation	In place & ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents.
Training for teachers on differentiating the curriculum and effective communication with parents	SENCo	Staff training and meetings with parents of SEN pupils arranged	Training time	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Training for staff on increasing access to the curriculum for disabled pupils	SENCo	Staff training on signing e.g Makaton / Braille etc. On-going training around ASD.	Training time Working with relevant specialist professionals	In place & ongoing	Increased access to the curriculum Needs of all learners met
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo	iPads for pupils with specific recording difficulty. Specific training in word processing skills through Touch Type Programme. Laptops Slope boards and a variety of adjustable resources for pupils with fatigue problems or physical disability. Coloured overlays and reading rulers for pupils with visual difficulty or dyslexia. Specially shaped pencils and pencil grips for pupils with grip/Fine Motor difficulty. Staff trained as appropriate.	Specialist equipment provided or in process of or ordering	In place & ongoing	Increased access to the Curriculum Needs of all learners met.
Improvements to help the visually impaired	Premises staff SENCO	Steps highlighted in yellow / non-slip paint Wall coping highlighted in playground White nosing fitted to all stairs Braille signs on doors / equipment to be considered as required.	Cost of decoration Cost of Braille adaptations	In place & ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.

Improve educational experiences for visually impaired pupils	SENCo	Ensure blinds in all classes are effective. Ensure appropriate equipment is in place as needed.	Cost of works and materials	In place & ongoing	Teaching aids, white boards etc, more easily seen & learning experiences of pupils enhanced.
Improve the quality of provision for children with specific special needs.	SENCo	Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.	Cost of maintenance	In place	The school provides 'sanctuary', a designated/tranquil area for children with specific special needs. We also have an Inclusion room.
Maintain Safe Access around exterior of school	Premises staff	Ensure that pathways are kept clear of vegetation, leafs, branches, dirt, various rubbish etc. Make sure grounds maintenance contractors/officer know which areas to prioritise.	Cost of maintenance	Ongoing	Disabled people to move unhindered along exterior pathways