



## **The Holt School**

### **ACCESSIBILITY PLAN**

1. This Accessibility Plan has been drawn up in consultation with students, parents, staff and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Holt School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally, prepared for life as are the able-bodied students. 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. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
  - Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum
  - Equality
  - Staff Development
  - Health & Safety (including off-site safety)
  - Special Needs
  - Behaviour
  - School Development Plan
  - School Prospectus and Mission Statement
  - Teaching and Learning Policy
8. The Action Plan for physical accessibility relates to the Disability Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. The School Prospectus will make reference to this Accessibility Plan.
10. The Plan will be monitored through the Sites and Buildings Committee of the Governors.
11. The Plan will be monitored by Ofsted as part of their inspection cycle.

Date of signing .....

Chair of governors .....

Head Teacher .....

Date of review: September 2016

### **The Holt School Accessibility Plan 2013-2015**

#### **Improving the Physical Access at The Holt School**

A Disability Access Audit was carried out by Ridge Associates in May 2011 and a number of recommendations made. Many of these have already been actioned.

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Review of the outstanding recommendations by Ridge Associates	The SBM and Site Manager will action recommendations as site areas fall due for refurbishment	The school is more fully able to meet the requirements of disabled children's and staff needs with regards to accessing the site.	Next review 2015 and ongoing	Increase in accessibility of buildings. Needs of all students and staff are met

### **The Holt School Accessibility Plan 2012-2015**

#### **Improving the Curriculum Access at The Holt School**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Meeting time is devoted to sharing of good practise/differentiated resources.	Ongoing	Increase in access to the National Curriculum. Needs of all students are met
Training for teachers on differentiating the curriculum	Review the specific needs for students living with a disability, in terms of basic daily living skills,	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other	Ongoing	Needs of all students are met. Good progress made by all learners

	relationships and future aspirations.	professional partners has been made available.		
All out-of-school activities are planned to ensure the participation of the whole range of students	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled students
Classrooms are optimally organised to promote the participation and independence of all students	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual students. All students are included in the learning	Ongoing	Increase in access to the National Curriculum Needs of all students are met
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, students and parents  Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment. Diverse needs of all students are recognised and celebrated.

### **The Holt School Accessibility Plan**

#### **Improving the Delivery of Written Information at The Holt School**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats as required	The school will be able to provide written information in different formats when required for individual purposes as required	Ongoing	Delivery of information to students improved
Make available school prospectus and other	Review current school publications and promote	All school information available for all	Ongoing	Delivery of school information to parents and

information for parents and carers on website and in paper format	the availability in different formats			the local community improved
Review documentation with a view of ensuring accessibility for students with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials as required	All school information available for all as required	Ongoing	Delivery of school information to students & parents with visual difficulties improved.
Ensure that parents and carers receive information from school in a format of their choice	Survey parents to gain information regarding their choice of format (paper or email communications)	Parents and carers will receive information in the medium of their choice	Ongoing	School is more effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers
Ensure that all school communications use plain English	A member of SLT to check all communications to parents/carers before distribution	All communications will be easy to read and have clarity of purpose	Ongoing	Parents and carers will be clear as to purpose of communications