


ACCESSIBILITY PLAN



Holywell C of E Primary School

Version 1: May 2022

Date approved by Trustees of Ventrus Multi Academy Trust	18th May 2022
Review Period	3 yearly
Signed by Chair of Trustees Hugh Whittaker	

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1. ACCESSIBILITY PLAN

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the Equality Objectives of Ventrus Multi-Academy Trust ('The Trust'), which are published on the Trust's website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

2. OBJECTIVES

The Holywell C of E School Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements the delivery of written communications.

Training will recognise the need to continue raising awareness for staff, Trustees and Local Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum planning
- Health & Safety Policy
- School Improvement Planning
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

Relevant reviews and associated audits will be carried out in a timely manner in order to inform accessibility planning.

The Accessibility Plan will be published on the school website.

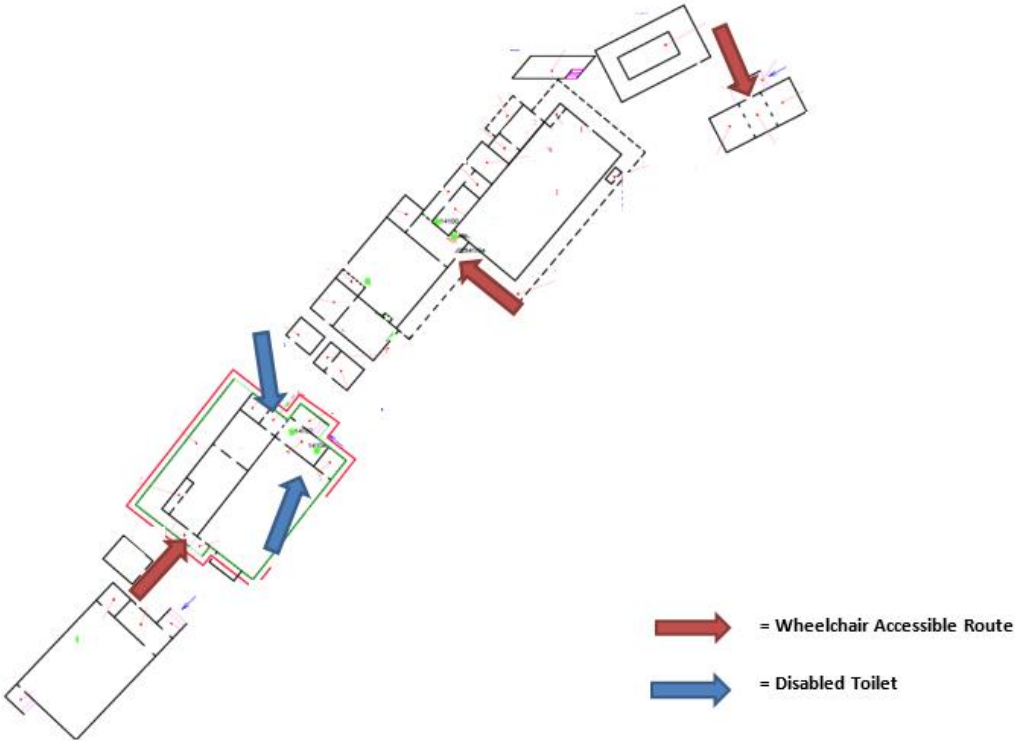
The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Board of Trustees

Holywell C of E School - ACCESSIBILITY PLAN

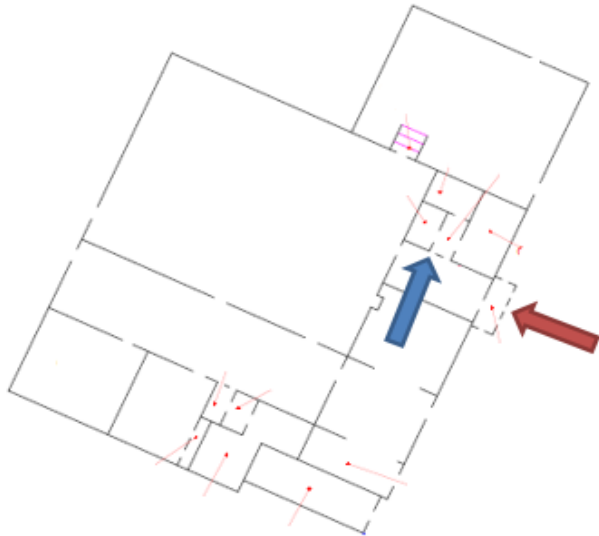
APPENDIX 1: A plan of the school buildings showing areas of accessibility
Holywell C of E School
ACCESSIBILITY PLAN
MAIN SCHOOL



1



Ground Floor

Holywell C of E School
ACCESSIBILITY PLAN
VILLAGE HALL



-  = Wheelchair Accessible Route
-  = Disabled Toilet

Holywell C of E School - ACCESSIBILITY PLAN

AIM	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES State short, medium and long term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> School offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils 	All children fully access our curriculum offer	<p>SENDCo and SLT to monitor access to curriculum</p> <p>SENDCo to audit interventions & their success/impact on progress.</p>	Headteacher SENDCo	On-going	All children have fully accessed our curriculum offer
Improve and maintain access to the physical environment	<p>The environment of the school is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities 	<p>To ensure the site is free from obstacles and obstructions</p> <p>There are two in the village carpark which is the schools allocated parking.</p>	Staff to ensure classrooms, corridors and cloakrooms are kept clutter free	All staff	On-going	All children access the site/learning activities easily

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Improve the delivery of information to pupils with a disability	<p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Individual arrangements with parents • Use translation services to support parents with English as an additional language 	<p>To ensure children, parents and staff are able to access all communication methods in school</p> <p>Encourage parents to let us know if they need alternative forms of communication</p>	The school will make itself aware of the services available for converting written information into alternative formats as appropriate	Admin staff SENDCo Headteacher	On-going	<p>All parties have accessed the appropriate communication methods</p> <p>Parents have informed the school of their communication needs</p>

APPENDIX 3: POLICY HISTORY

Version / Date	Summary of Change	Review Date	Lead Author
080621	Amendments made to include hyperlinks to schedule 10 of the Equality Act 2010 and the accompanying DfE guidance	June 2021	C Greenhall
080621	Linked policies updated to reflect current policy structure	June 2021	C Greenhall
080621	Changes made to paragraph re equality objectives to reflect that these are set by Trustees rather than school LGB's	June 2021	C Greenhall
080621	The arrangements for reviewing this policy set as every 3 years and by the Board of Trustees	June 2021	C Greenhall
080621	Reviewed by SEND Network – Autumn 2021	Autumn 2021	F Brinicombe