

# HOLLAND HOUSE SCHOOL

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## ACCESSIBILITY PLAN

Applicable to the Early Years Foundation Stage  
1<sup>st</sup> September 2020 to 31<sup>st</sup> August 2021

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### **Review Arrangements:**

Date	July 2020
Review Date	July 2021

<b>Amendment</b>	<b>Date</b>	<b>Description</b>
HST	4/12/17	Addition of specific dates to actions.
HST	30/04/19	Annual review Addition of Point C in references Formatting of document Addition of section 4(a) on equal opportunities Addition to point 8 – Other Adjustments Additions to point 9 – Staff Training Action Plan Updated
HST	09/07/2020	Annual Review

## References:

- A. The Equality Act 2010.
  - B. Children and Families Act 2014. C.
  - C. ISI – Handbook for Inspection of Schools, Commentary on Regulatory Requirements
1. **Introduction.** The majority of equality legislation is outside the scope of inspection. However, since January 2015 anti-discrimination considerations have been introduced into Part One of the standards. In addition, Schedule 10 of the Equality Act 2010 requires schools to have a three year accessibility plan. An accessibility plan is a plan for, over a prescribed period:
    - a. Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum,
    - b. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
    - c. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
  2. **"Disabled pupils"** for the purpose of the disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of "disability".
    - a. **Definition.** A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.
      - 1) 'substantial' is more than minor or trivial - e.g. it takes much longer than it usually would to complete a daily task like getting dressed
      - 2) 'long-term' means 12 months or more - e.g. a breathing condition that develops as a result of a lung infection
  3. **Policy Statement.** The Governors of Holland House School recognise their responsibilities under References A-C. In line with the Disability Discrimination Act (DDA), Holland House will
    - Further such plans at such times as may be prescribed
    - Make reasonable adjustments to ensure that disabled pupils, staff or visitors are not at a substantial disadvantage
    - Increase the extent to which disabled pupils can participate in the school's curriculum
    - Take reasonable steps to improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or service proved or offered by the school

- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
- Deliver the above within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents
- As required to produce plans to increase access to education for disabled pupils, staff or visitors (school accessibility plan)
- Keep the Accessibly Plan under review during the period to which it relates and, if necessary, revise as required

4. **Admissions Policy and Disabled Pupils.** Holland House School is a co-educational day school open to pupils between the ages of 4 and 11 irrespective of gender, race, religion, culture or disability. The numbers of pupils are regulated very carefully to ensure that class sizes and the associated infrastructure are optimised. It is our wish to ensure all pupils can thrive; to this end, assessments take place prior to a place being offered at all points of entry.

We welcome pupils with disabilities; there is good access to ground floor facilities and activities are adjusted where appropriate for inclusion.

We advise parents of children with disabilities to discuss their child's requirements with the School Office and the Headmistress, before he or she attends the assessment so that we can consider whether we can make adequate provision. Parents should provide a copy of a medical report to support their request, for example for large print material or other special arrangements.

Applications for places will be considered on the basis that all reasonable adjustments can be made by the School to cater for the child's disability.

#### 4(a) **Equal Opportunities.**

**What is Equality?** Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief/ non-belief, sexual orientation, age, gender reassignment, marriage or civil partnership and pregnancy or maternity status.

**What is Diversity?** Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

5. **Education and Associated Services.** We will, wherever possible, make reasonable adjustments to allow all pupils to access the full educational and learning experiences that the school provides, which include:

- curriculum
- extra-curricular activities
- dining
- interaction with peers
- assessment and exam arrangements
- preparation of pupils for their next phase of education or future work

However, under the reasonable adjustments duty, the School would also consider:

- the need to maintain academic, musical, sporting and other standards;
- the financial resources available to the School;
- the health and safety requirements – the SEND Code of Practice 2015 does not override the School's duties under health and safety legislation;
- the interests of existing and prospective pupils.

6. **Learning Support Pupil Profiles.** Each pupil identified by the School or an outside agency as having a disability will have a Care Plan drawn up by the School. From this, advice is given to all teaching staff. The advice of outside professional support, including medical requirements (if appropriate) will be included in the profile or within the child's Care Plan. The Care Plans are disseminated to all teaching staff to help all staff understand and meet the needs of each pupil. Care Plans are also kept within the Medical Area if there is a medical need and are held by the child's Form Teacher.

7. **Accessibility Plan.** This Accessibility Plan covers the period 1st September 2020 to 31st August 2021. It outlines the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors within the limitations of our setting. The Accessibility Plan is reviewed annually and whenever any significant physical or programme changes are being considered that may have an impact on access to our facilities.

8. **Other Adjustments.** We endeavour to make reasonable adjustments for staff and children with particular needs. These have included within the last three years:

- Arranging for an iPad to be used to increase access to on screen materials used;
- Disabled toilet facilities are provided as part of refurbishments;
- An access ramp has been built at the entrances to the School Office;
- Staff man the gates at crucial points during the school to support parents and children;
- All staff have access to walkie talkies so that communication is swift;
- The door from the playground to the School Hall has had the ground 'lip height' reduced to allow for smoother wheel access.

9. **Staff Training.** The teaching staff at the School have all been given advice and training in the symptoms of and methods of teaching pupils with nystagmus (visual impairment).

Staff have received training on hearing impairment and how this can affect a child within our school environment and what strategies can be used to limit these.

Staff have been trained on how to accommodate and support a child with congenital amputation.

When a child is classed as disabled due to medical reasons staff involved with that child are trained in his/her medical needs by medical professionals.

## **ACCESS TO THE PHYSICAL ENVIRONMENT**

### **1. School Building**

- Double gate available to be opened as required
- Good ramp access to door by School Office
- Ground Floor level only access
- Disabled toilet: yes on ground floor
- Evacuation: 1 member of staff per ground floor class, plus a classroom assistant
- Both ground floor classrooms have external door access
- 1st floor access: none unless via stairs
- Classrooms, Library, Hall/Dining Room, School Office, toilets and Medical Room all on ground floor

### **2. School Hall**

- Easy access via double doors from playground
- Evacuation: Fire Exit easy access via double doors
- Disabled toilet: no, but access to a toilet available

### **3. Playground**

- Easy access from pavement
- Sloped tarmac area
- Flat large green court area

## Accessibility Plan 2020 – 2021

		Comments
1	Provide further ramps to entrances as required	Investigation into a ramp for the Main entrance to is being investigated. Review January 2021.
2	Staff training at INSET on meeting needs of current SEND pupils	Specialist support and training given in September 2019 in regard to hearing impaired and congenital amputation. Training will be ongoing dependent on need.
3	Classroom refurbishments to be DDA compliant	All classrooms have now had an element of refurbishment. Further work is to be completed on flooring, adding carpet tiles to reduce noise both within and below each class.
4	Improve access lighting with directional emergency signage	New emergency lights have been installed and signage replaced. Investigation into further developments in this area to be completed this academic year.
5	Extension of the use of specialist software to assist pupils with SEND	IT audit completed. IT Roadmap developed and being implemented over next 5 years. Pupil software to be reviewed in Sept 2020.

6	EAL training for staff	This is to be planned into and INSET in January 2020.
7	Further development of use of software and devices in SEND	On-going
8	Continued in-house training for all teachers in meeting needs of SEND pupils	Staff Meetings during Summer Term 2020.