



# Accessibility Plan

2024-2025

# The Hol

The equalities act 2010 defines a disability as 'Physical or mental impairment which has long term and substantial adverse effects on their ability to carry out normal day to day activities'. Equalities Act 2010 it sets out the legal obligation that schools and local authorities have towards disabled children and young people, including the need to make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. One way of demonstrating a school's compliance with the Act and their commitment to improving the school environment for the purpose of increasing the extent to which disabled children are able to take advantage of education and associated services provided by the school and increasing the extent to which disabled children can participate in the school's curriculum is by the completion and review of school accessibility plan.

## 1.Aims

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

The Hollies school is a special school, for children with autism who have significant sensory, social communication and learning needs. The school is maintained by Cardiff City Council situated in Pentwyn and provides day education for 135 pupils, aged 4 -11. All pupils have statements of special educational needs/ IDPs.

The Hollies school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our ethos is to provide a secure, caring and supportive environment in which there is an expectation of pupil progress and achievement where all pupils learn, to flourish.

The school applies a holistic approach to learning to enable all children and young people with additional learning needs have access to the curriculum (article 23). All pupils attending the Hollies have full access to the Curriculum for Wales, which include the four core purposes:

- ambitious, capable learners ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The Hollies School Equality information and objectives can be found on the website. Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school'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.

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Key objectives: To remove, as far as we can, those barriers to accessing school, the curriculum and allow full participation within the school community.

We aim to ensure our school is a welcoming place that understands and responds effectively to children and adults with disabilities. We continually review the environment of our school, the way we plan, prepare and deliver the curriculum. We aim to ensure all our pupils' additional learning needs are met, that they are able to participate with all activities.

Linked to school policies:

Additional Learning needs policy

Curriculum

Equal opportunities and diversity

Health and Safety

Behaviour Management.

Medication-Healthcare of all learners

School Improvement Plan.

Other relevant legislation/ Resources:

Welsh Government Planning to Increase Access to Schools for Disabled Pupils

Cardiff Council Accessibility strategy

The Special Educational Needs and Disabilities Regulations 2004

The SEND Code of Practice 2015

Reasonable adjustments for disabled pupils 2012

This plan is available via email, or printed in large font, colour on request.

This plan will be reviewed annually and updated every three years.

**School Disability Access Plan 2023-2026**

**Access to the Physical Environment**

The school building is accessible to persons with physical disabilities. Including designated accessible parking, ramps, accessible toilets, no or low door thresholds. The topography of the school site concludes that some outside areas, FP playground, forest schools' area and fixed play equipment in situ, is not fully accessible. Should pupils or staff with a physical disability or visual impairment require access, reasonable adjustments would be made at this time. Where the physical environment is not accessible, for short term arrangements management procedures will be implemented where needed.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success criteria</b>
<b>Short term</b>	School aware of the access needs of all pupils, parents, staff and visitors	Individual access plans and risk assessments created for pupils as part of the IDP process where required	As needed	All staff SLT Head Teacher	Individual plans and RA completed, all staff aware of pupils' additional needs.
		Staff asked upon employment and as part of ongoing supervision to confidentially volunteer personal information relating to any specific accessibility needs	Ongoing	Head Teacher	Raised confidence in staff regards schools' commitment to meet access needs
		When arranging events, parental meeting or meetings with other professionals, where persons are invited onto site, persons are invited to confidentially volunteer any information relating to accessibility needs	Ongoing	All Staff Head Teacher	All parents/ contractors/ visitors able to access school site/ Partake in designated activity.

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	<p>All pupils, staff and visitors are able to evacuate the building safely in an emergency</p> <p>Ensure equipment provided to aid accessibility – changing beds</p> <p>Staff aware of the automatic doors at foyer can be opened by some pupils. This leads onto the front car park. Corridor doors have mag locks to aid pupils to travel safely/independently outside their classroom</p>	<p>Emergency evacuation plan in place, practiced at least termly. Feedback given on good practise and problems highlighted. Pupils requiring PEEPS identified.</p> <p>Staff aware of individual pupil needs. Individual risk assessments are completed as required.</p> <p>Audit completed of all classrooms; areas accessible to pupils. Record made of all lockable areas/ use of fob/ mag lock doors, including any pinch points from internal gates and doors.</p> <p>Check with Fire Safety officer that mag locks can be fitted into each sliding door to prevent children pulling open the doors plus add another layer of security.</p> <p>There has been a fence and gates erected directly outside the reception area doors to act as a barrier to the car park should a pupil run out.</p>	<p>As needed each Term</p> <p>With any change in pupil/ staff or equipment.</p> <p>Ongoing every 6 months</p> <p>Autumn term 2024</p>	<p>Head Teacher All staff CCC H&amp;S CCC Inclusions and Disabilities Team</p> <p>All staff SLT Head Teacher</p> <p>Inclusions and Disability Team CCC Head Teacher Business Manager</p> <p>Head Teacher Estates manager</p>	<p>All persons able to safely and swiftly evacuate the building, either independently or with the aid of staff or equipment. Peeps completed.</p> <p>Staff trained and confident in the use of equipment. Pupils safely use equipment, ensuring school is fully accessible, pupils' dignity and privacy is respected.</p> <p>Equipment is tested biannually (every 6 months) Equipment is in good working order.</p> <p>Areas such as kitchens/ storerooms/ cleaning cupboards locked to prevent unauthorised access. Appropriate signage displayed. Pinch points in gates and doors eliminated with finger guards, reducing likelihood of accidents. Strategies in place to prevent access to areas within the classrooms at certain times to allow for focused activities e.g., high level door handles. Staff feel confident in their working environment. Pupils safe withing their learning environment.</p>
<b>Medium term</b>	Access onto school site is achievable independently.	Main gates are kept closed during the school day to ensure site is secure.	Ongoing	Administration staff	Person arriving at site are able to access school site and feel welcomed

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	<p>Access to sign in / main reception.</p> <p>Plan classroom environment with consideration for pupil, staff individual need.</p> <p>Improve signs and notices – pictorial signs, large font.</p> <p>Access welfare facilities ensuring accessibility, privacy and dignity.</p>	<p>Persons can open gates and drive in with prior arrangement. Where it is known that a visitor has a physical disability – management procedure in place, for persons to call ahead and a member of staff to open gates. – see long term.</p> <p><b>Awaiting electronic gates to be installed this year.</b></p> <p>News signs designed and ordered to improve safety when walking from the road into school. Clear signs directing you to the entrance/reception area of the school.</p> <p>Secure access door system to main reception, holding area. High level electronic sign in. Where it is known that a visitor has a physical disability – management procedure in place, for low level desk to be temporarily situated in lobby.</p> <p>For VI persons, staff member to assist with sign in – see long term.</p> <p><b>Install hearing loop – recommended portable device to allow for device to be used throughout school.</b></p> <p>As needed, consideration to be given to ease of movement around the school/ classroom/ access to welfare facilities.</p>	<p>Ongoing</p> <p><b>Autumn 2024</b></p> <p><b>Spring 2024</b></p> <p>Ongoing / Termly</p> <p>Autumn 2023</p>	<p>Estates Manger Business Manager SLT Head Teacher</p> <p>Local Authority</p> <p>Administration staff Estates Manger Business Manager SLT Head Teacher</p> <p>Head Teacher</p> <p>Class Teacher SLT Head Teacher</p> <p>Head Teacher</p>	<p>and valued.</p> <p>Person attending site is signed in, accounted for and provided with a visitors badge.</p> <p>Staff trained in use of hearing loop logo advertising use of hearing loop displayed in main reception. Person with HI are able to communicate effectively. Feel valued and able to participate in all activities.</p> <p>Staff continually review, plan and prepare the classroom environment to encourage learning. See school improvement plan.</p> <p>Clear signage – depicting key locations, toilets, offices, staff rooms.</p>
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		<p>Audit of school site – following planned works, Include pictorial signage in classrooms and throughout the school.</p> <p>Review accessibility of toilets, ensure standards comply with current regulations, including, space, emergency pull cord, changing beds etc</p>	Spring 2023	Head Teacher H&S officer	<p>Following audit – include any recommendations in school improvement plan . Where concerns are raised these should be highlighted to Governing Body and LA.</p> <p>New toilets installed and compliant in two main areas of the school.</p>
<b>Long term</b>	<p>Access onto school site is achievable independently.</p> <p>Accessible toilet areas comply with current regulations and are suitable for the needs of the pupils</p>	<p>Power assisted gates, allow for persons to buzz intercom, drive or walk in and access site independently.</p> <p>Install lowered window/ counter and sign in desk as budgets allow.</p> <p>Planed and budgeted works for continuing improvements to ensure privacy and dignity 2023-2025</p>	Completed Aug 2024	<p>SOP Part of planned works for increase in pupil numbers and the refurbishment of the first floor 2023-2025</p> <p>LA</p>	<p><b>All</b> persons accessing the site, able to access site independently. Whilst site remains secure. Person feels welcomed and valued.</p> <p>Person attending site is signed in, accounted for and provided with a visors badge, without the aid of a staff member.</p> <p>Pupils’ needs are met. Welfare facilities are to standard, Pupils like/ are happy to use welfare facilities.</p> <p>Visitor, staff and the disabled toilet modernised and compliant.</p>

### Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success criteria
<b>Short term</b>	Raise awareness and confidence in staff for all disabilities	Set training days for CPD – differentiation, equalities, rights of	2024-25 PL programme	SLT	<p>Lessons differentiated as needed.</p> <p>Staff’s knowledge and awareness of</p>

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	<p>All pupils have access to a broad, balanced and relevant curriculum</p> <p>Ensure that teaching and learning is supported through other professionals- speech and language therapists, occupational therapists and Educational Pyschologist.</p>	<p>the child etc</p> <p>Our school offers a differentiated curriculum for all pupils. Resources are tailored to the needs of individual pupils to support their access to the curriculum. Individual pupils have PECS books, communication books or electronic devices Curriculum resources are all designed for people with a range of disabilities. Curriculum progress is tracked for all pupils. Targets are set effectively and are appropriate for individual pupil's additional needs.</p> <p>When renewing IT equipment/ software/ materials chosen to support children with disabilities, Braille, touch to speech, read aloud etc</p>			<p>all disabilities is improved. Confidence in staff is raised. Assistant Headteacher leads/facilitates for Equity and Inclusion within our school offer. Teacher SH responsible for SEP</p> <p>Pupils have access to relevant curriculum and achieve personal goals.</p> <p>Pupils ability to access the curriculum is promoted by the use of additional IT equipment/ software.</p>
<b>Medium term</b>	<p>Ensure staff have access to specific training in relation to individual pupil needs.</p>	<p>Staff trained in need specific to child – SCERTS, ASD communication strategies PECS, Makaton</p> <p>Staff recognise and allow for time required by pupil to process information, communicate and interact</p> <p>Information provided to staff on dyslexia friendly environments</p>			<p>Improvement in communication between staff and pupils. Pupils feel valued and accepted. Staff confident raised.</p> <p>Pupils able to access / feel confident</p>



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	<p>Ensure pupils can attend curricular activities outside of the classroom, , off site visits arranged by school.</p> <p>Pupils access to curriculum increased through reduction in exclusions.</p>	<p>All off site visits are planned and individually risk assessed by schools EVC. All offsite visit added to EVOLVE system.</p> <p>Follow ALN policy, strategic equalities plan. Specific interventions in place for individuals.</p>			<p>in participating in out of school activities</p> <p>All pupils able to participate in offsite visits.</p> <p>Improved attendance data.</p>
<b>Long term</b>	<p>Pupils access to the curriculum is increased by differentiation</p>	<p>All staff aware of individual learning styles and plan and deliver this differentiation in lessons.</p> <p>Resources (often bespoke) are made by staff for pupils and also purchased to increase pupil participation</p>			<p>Monitored through from of lesson observations, formal and informal, IDP, annual reviews.</p> <p>Pupils are more engaged in activities.</p>

### Access to Information

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
	Availability of written	SLT aware of services available via			The school communicate



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	read and understood.	information sent out is reviewed in regards to language, style, format and accessibility.			parents – parents feel school is approachable and accessible.
<b>Long term</b>	Pupils able to access a range of information, on various sources.	Staff confident in supporting pupils to access a range of information. Books for all website used as reference guide. Interactive whiteboards Text to speech Positive images/resources of different disabilities are displayed in classrooms/ around school.	Ongoing Review periodically		Pupils able to access information, and supporting their own development and wellbeing.

Plan reviewed by: \_Senior Leadership Team/Governors

Date:Autumn 2024

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Audit carried out of existing accessibility provision		
Consultation carried out with wide range of interest groups		
Does the plan cover:		
Access to the curriculum		
Access to the Physical environment		
Auxiliary Aids and services		
Teaching and learning practices		
Staff training		
Culture and ethos		
Provision of written info		
Agree their short, medium long-term targets		
Are their clear strategies to ensure targets are fulfilled		
Are their clear outcomes linked to targets		
Is there realistic time frame to achieve targets		

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Signed by Head Teacher \_\_\_\_\_  
 Signed By Chair Of Governors \_\_\_\_\_

Date \_\_\_\_\_  
 Date \_\_\_\_\_