

Holly Lodge College of Science



Accessibility Plan

Holly Lodge 11-19 Science College

ACCESSIBILITY PLAN

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plan is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme (dates) and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

Vision and values

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

The plan

Our plan addresses the three areas of improving and maintaining access to

- The physical environment
- Access to education, benefits, facilities and services (the whole life of the school) and
- Access to information usually provided in written form

Physical environment

There are increasing numbers of disabled pupils in mainstream settings needing adult support for personal care. This can require an accessible toilet facility that is large enough to

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accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults.

The school has upper floors and is mindful of the implications of physically disabled pupils accessing them. Where lifts are used there is an alternative method of returning the pupil to the ground floor in case of emergency, fire or lift failure. 'Evac' type chairs and staff trained to use them is required. This needs to be clearly identified in the plans for individual pupils and in the general evacuation procedures for disabled visitors.

Some physically disabled pupils are using powered wheelchairs which can be quite large and older accessible equipment may be too small. This is especially true of older lifts and toilets. The School has modified most areas and plans to improve access in other areas.

Many pupils with medical needs are attending mainstream settings and staff are receiving training from Health professionals and volunteering to carry out procedures. The school is developing a medical area and fully equipped medical room.

Allocated parking is available for the parents of disabled pupils at the front of the main reception building. Reception staff monitors the spaces to ensure there is no inappropriate use of the space. Access into school from the parking space is level with no obstacles.

Heavy doors, sharp narrow turns and cluttered corridors have been reduced across the site with all staff regularly reminded of the need to advise of any barriers to access. Where classroom space is tight, adjustments are made to classroom layout in order to facilitate access.

Access to the curriculum

All areas of the curriculum are available to pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity is made available. Planning to improve access to the curriculum includes identifying reasonable adjustments to offer an equality of opportunity.

Each child's needs are assessed to identify any adjustments needed. Specialist equipment is purchased, or current equipment adjusted according to the outcome of the assessment. Lesson observations are carried out as part of this review.

Planning specific staff training is also done to improve access to the curriculum.

Access to school visits can be problematic for some disabled pupils. Alternative transport is arranged by Holly Lodge for disabled students, with taxis being booked separately.

A new minibus with adaptation for wheelchairs is also being planned.

Access to written information

Investigations are being made into symbol software to support learners with reading difficulties.

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Awareness of font size and page layouts has been raised to support pupils with visual impairments, so there are many books available in the library with large fonts and easy read texts to improve access for all students.

The signage around the school has been audited to ensure that it is accessible to all, however some issues have been identified and contractors have been asked to remedy them as soon as is practicable.