



Scholes (Holmfirth) Junior and Infant School

Accessibility Plan and Policy

Approved by:	Date Approved:	Due for review no later than:
Headteacher	October 2022	October 2025

At Scholes Junior & Infant School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Key Issue/Focus of Development: All aspects of school are accessible to all stakeholders					
Current Position:					
1. Physical	<p>There is access to the main part of the building and 3 classrooms for stakeholders with physical disabilities. In the main this is via ramps. Some classrooms are currently inaccessible to wheelchair users and some classroom sizes would inhibit wheelchair movement.</p> <p>There is a disabled toilet in the main part of the building.</p> <p>Blinds are in all classrooms to support visually impaired pupils.</p> <p>Carpets are in all classrooms to reduce background noise to support hearing impaired pupils.</p> <p>We work with professional bodies eg OT to provide pupils with specialist equipment to meet their needs.</p> <p>There is a high level of differentiation which allows access to the curriculum in most cases</p>				
2. Curriculum	<p>Teaching assistants/ teachers provide additional support for those experiencing difficulties accessing the curriculum</p> <p>Children with hearing difficulties are seated and supported appropriately</p> <p>Sensory equipment and appropriate resources are available to support pupils needs</p> <p>We ensure work is presented in a range of different forms for those children with communication difficulties; ensuring physical access to all work.</p>				
3. Communication	<p>Alternative recording methods are available for those who require it.</p> <p>We ensure inclusion is a high priority in curriculum and assemblies.</p>				
Target:		<p>Ensure that we can access appropriate support within a realistic period of time.</p> <p>Ensure availability of written material in different forms.</p> <p>Consider appropriate future physical access to the building</p>			
Overall person responsible: Headteacher and Inclusion / SEN governors					
	Target	Strategies	Outcome	Timeframe	Monitored by
Short term					
1.	Ensure that children with allergic reactions can access the curriculum in full	<p>Ensure staff awareness and pupil awareness.</p> <p>Epipen training up to date</p> <p>Information necessary is displayed in office and kitchen</p>	<p>Adaptations made to allow access to baking and science experiments etc</p> <p>Medication taken on off site visits</p>	From Sept 2022 onwards	SENDCo and Headteacher
2.	Ensure that we reduce the risks of pupils coming into contact with any allergens they would react adversely to.	<p>Materials and foodstuffs are managed with care.</p> <p>All staff made aware of individual needs. Parents are informed of what</p>	All staff aware of individual needs and requirements of those needs	From September 2022 onwards	SENDCo, Headteacher, Catering Staff and all staff to have awareness

		foodstuffs are inappropriate for school.			
3.	Ensure that those children with additional needs are able to access the curriculum in full – this includes visual, auditory and cognitive issues as well as those on the neurodivergence pathway	Appropriate voice used Aware of volume of all audio work Awareness of specific additional needs and strategies to support	Pupils with additional needs are well supported	From September 2022 onwards	SENDCo and Headteacher, along with all staff having awareness
4.	Ensure that all communication eg parents evenings and information evenings is accessible to a parent with disabilities	Consider the location of meetings and format of information given / support needed depending on the disability of the parent	Parents can access all appropriate information	Ongoing	Headteacher to have overview of this

	Target	Strategies	Outcome	Timeframe	Monitored by
Longer term 1.	Appropriately accommodate pupils or adults with physical disabilities or mobility issues Consider access to KS1 & Y2/3 classrooms for child with severe mobility and medical needs	Make a rapid assessment of needs and contact appropriate agencies . Access funds and advice from LA regarding additional building work in order to provide appropriate wheelchair access and accommodate additional staff and equipment. Possible consideration and need to swap classroom locations to cater for pupils with mobility needs.	The needs of all children are being appropriately met through the provision of appropriately sized classrooms which enable wheelchair users to move around freely, disabled toilet	As required	Headteacher, SENDCo, Finance Committee of GB
Notes	<p>There are some reservations as to the suitability of the school site for wheelchair users or those with mobility issues:</p> <ul style="list-style-type: none"> • The split level of the internal parts of the building • The size of some of the classrooms • The gradient of the ramp to the lower ground floor classrooms • The cost implications for making any necessary changes 				