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|  | **Holcombe Brook Primary School**  **Accessibility Policy** |

**Mission Statement**

Holcombe Brook Primary School ethos centres around the words ‘Include, Enjoy, Achieve’

The school’s aims are the following:

* *To value and respect other people’s views, beliefs, cultures and religions, both in school and in the wider community, promoting equality and inclusion and encouraging all children to become responsible citizens;*
* *To work as a team with parents, children, staff, governors and the community, maintaining good relationships within and outside school;*
* *To provide an interesting and stimulating curriculum that is relevant and accessible to everyone;*
* *To provide an environment that enables children to fulfil their potential, an environment that is;  
  Caring, stimulating, intellectually and emotionally secure and physically safe in which to work and learn.*

**Purpose of the Policy and Plan**

At Holcombe Brook Primary School, we are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to further developing a culture of inclusion, support and awareness within our school.

This accessibility policy and plan shows the steps we have taken towards our aims within a given timeframe

**Duties and Responsibilities**

The Disability Discrimination Act (DDA) 1995 was extended to include education by the Special Educational needs and Disability Act 2001. In accordance with this legislation, the Governing Body of Holcombe Brook primary School recognize their three key duties:

* Not to treat disabled pupils less favourably for a reason related to their disability
* To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
* To plan to increase access to education for disabled pupils

The Governing Body seeks to fulfil these duties by:

* Increasing the extent to which disabled pupils can participate in the school curriculum
* Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
* Improving the delivery of information to disabled pupils

We are required to resource, implement and review our accessibility plan as necessary and it will be reported on annually in Governing Body minutes following the summer term Health and safety meeting. This plan will be monitored and evaluated by the Governing Body. The plan attached sets out the school’s proposals for increasing access in the following three areas:

**a) Improving Education & related activities**

**b) Improving the Physical environment**

**c) Improving the Provision of information**

**Defining Disability**

The DDA states that a person has a disability if he or she has a physical or mental impairment that has a substantial long term adverse effect on his or her ability to carry out normal day to day activities.

* A physical or mental impairment includes sensory impairments, impairments relating to mental functioning including learning disabilities and long term health conditions.
* Long term refers to an impairment that has lasted 12 months at least or is expected to last for at least 12 months
* Normal day to day activities cover the following functions:
* Mobility
* Manual dexterity
* Physical coordination
* Continence
* Ability to lift, carry or otherwise move everyday objects
* Speech, hearing or eyesight
* Memory or ability to concentrate, learn or understand
* Perception of risk of physical danger

**Current Practice and Contextual Information**

*Curriculum*

Improving teaching and learning lies at the heart of the school’s work through its Passport for Learning and curriculum planning. Through self review and Continuous Professional Development, we aim to enhance knowledge, skills and understanding to promote excellent teaching and learning for all pupils. We aim to meet every child’s needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate as fully as possible in the broader life of the school.

*Environment*

Holcombe Brook Primary School comprises two main buildings with several access points from outside. There is an accessible toilet facility in the main building. Other toilet areas have been altered wherever necessary to allow accessible access and inclusion.

The on-site car park for staff and visitors provides direct access to the main school building. An entry code to parents with disabilities or with pupils with disabilities is provided. The school has internal emergency signage and escape routes are clearly marked.

*Information*

School policies and documents are made available in alternative formats to parents eg on the school website and hard copy. School uses a texting service to alert parents to new information. School makes use of Twitter and Facebook to communicate also.

**Accessibility Action Plan**

The action plan covers a period of three years and will be updated as actions are completed. Updated versions can be requested from the school office.