



Holley Park Academy Accessibility Plan

Date: Sep 2023

Review Date: Sep 2026

Accessibility Plan

Northern Lights Learning Trust (NLLT) is committed to providing an accessible environment which values and includes all students, staff, parents/carers and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs.

As a school, Holley Park Academy is likewise committed to challenging negative attitudes to disability and accessibility, and to developing a culture of awareness, tolerance, and inclusion.

We actively seek to provide premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for every student, irrespective of special need or disability.

This Plan operates alongside the school's SEND policy, is consistent with it in terms of principles, and approaches to resourcing.

The following Accessibility Plan has been produced using guidance from the Equality Act 2010, in order to ensure that NLLT does not discriminate against any student in the way it provides education for the student (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three-year period, which will be constantly monitored ahead of the review date.

The school will actively seek to improve access to services in the ways set out below. The plan will be monitored annually and updated to take account of key improvements made, future resource availability and changing needs in the target areas.

- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students.
- Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds as far as is practicable to meet the needs of students currently on roll and prospective students.
- To establish a culture of mutual trust and respect between all members of the Holley Park Academy community.
- To build a community that respects the celebration of achievement at all levels.

Current Good Practice

As part of transition procedures, we aim to clarify disability or health conditions through early communications with parents/carers, previous educational establishments and, where possible, students. Data is constantly reviewed with parents/carers of students on roll to ensure information is accurate and needs being are addressed.

Physical Environment

All students are given the opportunity to participate in a range of activities where appropriate. Some aspects of extra-curricular activities may present particular challenges - for example: attending after-school clubs for students with physical impairments, school trips for students with medical needs. Adjustments are made to allow participation where practicable.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for students with a disability. This may require, for example, additional practical aids, including access to IT. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the students, parents/carers and the relevant teams supporting the student.

Information

As the majority of information is directed home via email or letter, it may be necessary that different forms of communication are made available to enable all SEND students and their parents/carers to access the information in a format appropriate to them. This will be discussed with all parties involved. Access to information is therefore discussed, planned and reviewed with a range of different formats available for disabled students, parents/carers and staff.

Holley Park Academy Accessibility Audit

Feature	Description	Action Required	Person Responsible
Number of Storeys	The school is of single storey design and there are no areas that are accessed via stairs.	No action required	N/a
Lifts	There are no passenger lifts in the school.	No action required	N/a
Corridor Access	Corridor access around the school is wide enough to accommodate wheel chair access. There are fire extinguishers on the wall's but they do not impede access. Corridors are generally free of furniture and	No action required Suggestion:- A further review of ramped access around the school should be considered in the future. Whilst it is deemed there is sufficient access at this time – the areas	Headteacher / Governing Body

	<p>obstructions.</p> <p>There are no blind corners that would cause access issues.</p> <p>KS1 & 2 have corridors which double up as cloakrooms – however – these are wide enough to accommodate coats etc...There are some occasions where coats and bags could cause access issues but these are few as monitored closely by staff.</p> <p>Most of the walls are white in colour whilst the flooring is a mix of Vinyl and Carpet Tiles. There is a difference in the colour between the two however the vinyl in certain areas is blue with slightly less differentiation BUT this is not something that we consider to be of an issue.</p> <p>Both natural and artificial light available. Those rooms without natural light are deemed to have suitable artificial lighting (these are LED lights which have been recently installed – last 2 to 3 yrs).</p> <p>Suitable signposting of emergency routes and exits is in place.</p> <p>There is non slip flooring in the school and floor surfaces are such to allow easy movement around school for wheelchair access. Note there are several classrooms where the exits into the school yard are stepped and not suitable for wheelchairs however alternative access is available via Reception / Key Stage 1 Entrance and several classrooms with ramps x 4.</p>	<p>currently without access can be reviewed further.</p>	
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<p>Car Park & Parking Bays</p>	<p>Both the road into the car park and the car park itself have a surface coating that is badly worn and suffering from pot holes. The school presently has limited parking and cars are often positioned in such a way as to block others in.</p> <p>Markings on the carpark are worn and need repainting.</p> <p>There is space for approx. 21 cars at this time but no formal drop off area.</p> <p>There is one accessibility bay at this time but this is not well marked. The accessible parking is within 50m of the school entrance.</p> <p>There is no offsite parking available other than the main road which is a hazard.</p> <p>There are dedicated crossing points from car bays but there is no dedicated walkway around the carpark when on foot to avoid traffic.</p>	<p>The road into the car park and the car park itself needs to be resurfaced. Urgent work needs to be considered to prevent tripping hazards. This does not necessarily mean resurfacing the entire carpark but potholes should be filled.</p> <p>This will greatly reduce related H&S risks and make transition of wheel chair bound persons easier.</p> <p>The car park needs expanding to allow increased parking spaces so as to fully accommodate user needs. Consideration should be given to removing the roundabout area to provide some additional parking in the future.</p> <p>The existing accessibility bay needs remarking with different colour paint or chevron edging to border to show where this space is AND to ensure only those with accessibility needs park here. Looking to put up signage to identify accessible bay parking.</p> <p>Parking bays to be remarked to ensure max space utilised. Staff are to be made aware of parking in allotted slots. Staff will be asked to car share were possible.</p> <p>Longer term there needs to be a review of additional accessibility bay parking should we increase the total number of car spaces available EG 35 spaces PLUS a dedicated drop off area (this will only be practical with an extension to the car park).</p>	<p>Headteacher / Governing Body</p>
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<p>Routes and pathways</p>	<p>The route from the car park to reception is signposted.</p> <p>Ramp access is available from the car park to the reception path.</p> <p>Other access points (pathways) to the school are all one level.</p> <p>Children could access the car park from the front of the school (path from main road into school – past reception).</p> <p>Children could also access the car park by cutting across the grassed area from the top road access gate PLUS via the road into the school (which is barriered).</p> <p>Path edging is not presently colour differentiated.</p> <p>Walkways are kept free of snow, ice and falling leaves. This is linked to school's winter gritting policy and actions to maintain clear paths.</p> <p>Pathways are deemed wide enough to accommodate wheelchair use = 1.5mtr.</p> <p>Routes are free from obstruction & whilst there are bins around the site these are deemed as safe and not causing obstruction.</p> <p>Routes are gently sloping.</p> <p>Lighting around the site is deemed suitable. Only KS2 pathway is not lit BUT this is not used after 3:30pm and therefore deemed not required.</p>	<p>Pupil access to car park is supervised via staff on gates to ensure no pupils try cut across the grassed area.</p> <p>It would be advisable to have a fence erected which stops anyone cutting across the grassed area to the car park.</p> <p>Equally it would be advisable to have a fence and gate erected between the car park and the reception entrance to stop children accessing the car park.</p> <p>It is recommended that we colour differentiate the edge of pathways.</p>	
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<p>Entrances</p>	<p>Access to the school is via 2 x external pedestrian gates and through the car park.</p> <p>The pedestrian gates lead to the main reception and side entrances to the school.</p> <p>The main school entrance/reception has ramp access.</p> <p>One of the side entrances (Early Yrs) has ramp access whilst the other side entrance is stepped.</p> <p>Stepped Noses have paint but this is worn and needs repainting.</p> <p>PEEPs are coordinated through the lead Headteacher, Class Teacher and Office Manager.</p> <p>Stepped areas are illuminated as per adequate lighting around the school.</p> <p>For wheelchair access to the reception we have an automated door and a bell at low level.</p> <p>To exit reception there is a low level push pad.</p> <p>There is CCTV coverage for key parts of the school incl reception.</p> <p>We consider that doors are suitably marked such that it is obvious when open and closed. Risk of someone walking into a closed door is low.</p>	<p>The side access (KS2) has a step and this would benefit from ramped access. However, there is access to the school and to classrooms around the playground which do have ramps.</p> <p>There are 3 classrooms that give access to the playground from a rear door. These do not have ramp access but are also stepped. Having a ramp installed would be advantageous (Yr3, 2 & reception)</p> <p>There is a need to repaint the noses to some of the steps servicing the school.</p>	<p>Headteacher / Governing Body</p>
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Internal doorways	<p>We consider that there is sufficient room for wheel chairs to pass through doors in the school.</p> <p>Doorways are deemed wide enough to access in a wheelchair or with walking aid.</p> <p>All door handles are levered.</p> <p>No internal doors with automated or timed opening or closing.</p> <p>All doors have finger guards WITH THE EXCEPTION of certain office areas.</p> <p>Door mechanisms are checked regularly / Fire doors are planned to be numbered to aid checking process.</p> <p>Auto door – powered is serviced in line with SLA by JC Maint</p>	It is recommended that all doors are fitted with finger guards as there is a risk/chance of children entering these office spaces.	
Ramps	The main school entrances have ramp access / Some classrooms that have access to the playground do not have ramp access / egress	As above	Headteacher / Governing Body
Toilets	<p>The school has 8 toilet areas in total.</p> <p>Toileted areas have non slip flooring and there is no toilet area with stepped entrance.</p> <p>Wash facilities are usable height for wheelchair users.</p> <p>Toilet doors are easily gripped and locked.</p> <p>Signage is in place to show gender allocation for toilet use BUT there is no gender-neutral signage.</p> <p>There is handrail fitted in accessible toilet. The accessible toilet is deemed large</p>	<p>Additional disabled toilet for EYFS.</p> <p>Additional disabled toilet for older children (KS2).</p>	Headteacher / Governing Body

	<p>enough to allow turning circle if needed.</p> <p>Medical room has DOC 5 toilet with full wheelchair access and emergency call system.</p> <p>KS2 we have two areas (boy & girls) – no accessibility aids.</p> <p>KS1 we have two areas (boys & girls) – no accessibility aids.</p> <p>Reception nursery toilets (one small block – mixed) – no accessibility aids.</p> <p>2 x Staff toilets – no accessibility aids</p> <p>1 x toilet in kitchen – no accessibility aids</p>		
<p>Classroom/dining space/staff area layout</p>	<p>Classrooms differ in size and space and linked to pupil numbers.</p> <p>Given the age and design of the building - where additional access would be needed this would be assessed and accommodated for.</p> <p>Fire exits and escape routes are checked as part of EVERY activity and kept clear of obstructions at all times.</p> <p>Firefighting equipment (extinguishers / blankets) are signposted and readily available about site.</p> <p>Tables are generally accessible to wheel chair users – again where the need arises suitable adjustments would be made.</p> <p>Are all areas for staff are fully accessible and we have Lever action taps & Non-slip floors.</p>	<p>Reprographics area has asbestos tiles which may not be deemed non slip BUT due to nature we cannot remove these at this time. Wet Floor / Slip warning sign used when being cleaned.</p>	

Internal Signage	The school has the required level of fire related signage.	The school would benefit from signage indicating location of accessibility toilets and door signage in brail (albeit we do not presently have staff or students with severe sight impairment).	Headteacher / Governing Body
External Signage	There is directional signage from the entrance road to the staff car park.	<p>The school would benefit from directional signage round the car park PLUS signage to indicate the parking for accessibility purposes.</p> <p>In addition, a review of signage showing accessibility access to the school reception.</p>	Headteacher / Governing Body
Emergency Escape	<p>The school has the required signage (internal and external) detailing emergency escape routes.</p> <p>Both audio and visual (flashing lights) operate in the school.</p> <p>Most fire exists are accessible to wheelchair users however we do have several classrooms with rear fire exits to yard where there is stepped egress only. These have been assessed by H&S audit.</p> <p>PEEPs are written and in place as needed – SEN and head First Aid and Office Manager.</p> <p>Visitors are not presently briefed on fire procedures BUT are generally escorted around the site by a suitably briefed member of staff.</p> <p>No designated refuge point exits in the school as we are one level.</p> <p>All fire equipment is serviced and checked regularly – in line with statutory requirements.</p>	<p>Recommend that all exists are ramped to allow ease of egress to wheelchair users.</p> <p>Risk Assessments should be in place to support those students/staff with accessibility needs. This will support the above point whilst no addn ramp access in place.</p> <p>Recommend that the school issues all visitors with a card / gets all visitors to read a card - that informs them of the emergency escape procedures & visitor assembly point.</p> <p>Recommend that information is put in a format so it can be easily shared in other formats for visual impaired or EAL/BSL?</p>	N/a

Lighting	The school has adequate lighting in place – including for those people with visual impairment or affected by sensory overload - as advised by the Chartered Institute of Building Services	No action required	N/a
Equality	No designated pray room at this time but there is space for a dedicate prayer room if needed. However, the school does have a dedicated quiet space which could also be used for prayer purposes. The school has a anti bullying and hate crime policy and reporting process.	Recommend that the school considers display of diversity posters etc...	
Access to IT Equipment	A review of IT equipment has highlighted that the present level of IPADS is below that ideally required. To enable SEND pupils improved access to information technology, to support and enhance learning, additional IPADS would be needed.	Increase the number of IPADS within school [35 each academic year].	Headteacher / Governing Body
Support for Hearing Impaired	No hearing loop installed	The school would benefit from the installation of a hearing loop system to aid those with hearing impairment.	Headteacher / Governing Body

To increase the extent to which SEND pupils can participate in the school curriculum

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)
To ensure adult relationships are positive across the school and behaviour is modelled to all pupils.	Behaviour policy reviewed in consultation with pupils and staff. Expectation of high standards across the school is modelled by all. Constant reinforcement by new SLT and middle leaders	Everyone feels valued and safe Behaviour is exemplary and a high level of respect pervades the school	Spring 2023	All staff, monitored by SLT

<p>To continue to build upon curriculum provision ensuring through PSHE aspects of social behaviour is exemplified</p>	<p>Class teachers ensure provision is made to develop all aspects of social behaviour.</p> <p>New curriculum introduced 2023</p> <p>Room to Talk established 2023</p> <p>Assembly rota created with Personal Development themes – guidance provided for staff.</p>	<p>Children learn to be tolerant of differences and celebrate diversity. Ensure British values and Protected Characteristics are explicitly taught. Mental well-being high on agenda Pupils say that they feel supported and listened to. School supporting range of complex needs which previously would have been referred externally.</p>	<p>Spring 2023</p>	<p>All staff</p> <p>Personal Development Lead</p>
<p>To ensure no group in school is disadvantaged and where any disadvantage is noted steps are taken immediately to readdress this.</p>	<p>Target children are planned for, monitored and taught to a high standard</p> <p>Intervention is monitored for effectiveness</p> <p>Attendance champion monitoring on weekly basis.</p> <p>Early help support/interventions if required.</p>	<p>Children attend school, attain well and make good progress</p>	<p>Ongoing</p> <p>Half termly tracking</p>	<p>All staff</p> <p>SLT</p> <p>SENDCO/Attendance champion</p> <p>Pupil Premium</p> <p>SEND pupils</p>
<p>To provide SEND pupils with the opportunity to have their voice heard.</p>	<p>Documentation to be adapted to ensure that pupils have a voice to identify what they like/dislike, their strengths etc.</p> <p>Feedback used to inform actions.</p>	<p>SEND pupil voice heard and feedback acted upon.</p>	<p>Termly</p>	<p>All staff</p> <p>SENDCO</p>

<p>To consider de-escalation strategies and implement as appropriate.</p>	<p>SENDSCO to complete questionnaire and gain staffs' understanding.</p> <p>Consult with external behaviour support and provide training.</p> <p>THRIVE training attended by key staff.</p> <p>Lead CPD sessions with all staff disseminating THRIVE approach.</p> <p>Target pupils assessed and appropriate intervention/provision identified.</p> <p>Provision adapted to meet needs based on THRIVE assessments.</p>	<p>Less incidents of violent behaviour.</p> <p>2 pupils currently at risk from exclusion are supported.</p> <p>All children are enabled to learn.</p>	<p>Ongoing</p>	<p>THRIVE key teachers, SENDSCO, all staff, Governors</p>
<p>To ensure that all staff are trained in Team Teach.</p>	<p>Staff to engage training.</p> <p>Ensure recording procedure is clear and level of accountability is rigorously monitored.</p> <p>Ensure recording is confidential and is held on CPOMS.</p> <p>Parents are informed when it is necessary to use the strategies.</p>	<p>Increasing number of pupils in school with challenging behaviour are supported.</p> <p>Less incidents of violence towards staff and pupils.</p>		<p>Headteacher – internal supervision termly, All staff, Parents, Governors</p>
<p>To support pupils with sensory needs to access provision to regulate their behaviours. .</p>	<p>To create sensory areas within KS2 and EYFS areas of school.</p> <p>Tree top training booked for all staff.</p> <p>Sensory diets created and implemented – pupil receive regular sensory intervention.</p>	<p>Sensory needs met resulting in improved behaviours for learning around school.</p> <p>Staff increasingly aware of triggers of behaviour to minimise incidents and support mental well-being.</p>	<p>2023-24 academic year - INSET</p>	<p>Headteacher EYFS team SENDSCO THRIVE key teachers.</p> <p>SLT, SENDSCO, all staff, Governors</p>