

Accessibility Plan

Approved by: Chair of Governors Silas Jones		Date: 23rd March 2022
Headteacher: Steph Clancy		
Last reviewed on:	March 2019	
Next review due by: (every 3 years)	March 2024	

Introduction

Hollywater School is a community special school for pupils aged 4-19 with complex needs. All pupils have a learning difficulty including profound and multiple difficulties, moderate learning needs, severe learning difficulties, physical difficulties, sensory impairments, emotional, social, communication and behavioural difficulties and autistic spectrum disorder. All pupils have an EHCP (Education Health and Care Plan).

The school has a wide catchment area as it is the only special school in East Hampshire, and the pupils come from a variety of socio and economic backgrounds. The pupils are predominately white British. The school has an APN of 136 with pupils on steps 4, 5, 6 and 7 of the special needs audit.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3 year period.

Vision Statement:

‘Pathways to a Wider World’

Hollywater School is accessible, inclusive and has close links to the local community. It is a school where diversity is celebrated and strong partnerships are built.

The curriculum provides challenging and stimulating learning experiences, with realistic yet high expectations of standards, progress and achievement for all.

Hollywater School will enable pupils and students to:

- Make appropriate decisions and choices.
- Build effective relationships.
- Prepare themselves for the challenges of independent living and change.
- Develop a positive self-image and awareness of their rights and responsibilities.
- Be active participants in their learning.
- Learn to be effective communicators.
- Enhance their social understanding and the skills of citizenship.
- Manage their own behaviour appropriately.
- Enjoy life.

Access and School Policy and Procedures

We adhere to the Equality Act of 2010 throughout all our policies and practise to ensure pupils access learning and the school environment.

Access to the Curriculum

We provide a differentiated curriculum. We ensure all pupils can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim. For pupils to access the curriculum lessons are highly differentiated and take account of individual learning difficulties. Priority is placed on pupil participation, as independently as is possible. Adults are clear about the learning objectives of the lesson and for the individuals.

Good communication is supported by the use of signing, symbols and low and high tech communication aids (Alternative and Augmentative Communication (AAC) devices) overseen by our specialist Communication lead teacher. Pupils have access to appropriate computer technology.

A full time medical practitioner and part time physiotherapists, occupational therapists and SALT (speech and language therapists) work alongside staff and parents to ensure that we meet the additional needs of our pupils. We use adapted curriculum materials and sensory approaches for children with sensory impairments. Both the Teacher Advisory Service for hearing and visual impairment visit regularly to help us ensure pupils can access learning materials and experiences.

Our minibuses are designed to take [wheelchairs](#), to ensure no child misses out on school activities that take place off site. As a school we encourage independence and strive to ensure that they experience full and rewarding lives.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspector/advisors, and of appropriate health professionals to ensure barriers to learning are reduced and enable pupils to reach their full potential.

Access to the School Environment

The building was purpose built in 2006 with good facilities for a variety of needs. The school is fully accessible for all pupils, staff and visitors. The school has a fully accessible hydrotherapy pool, specialist therapy room, soft play and sensory room. The outdoor environment is also accessible with Early Years having a designated outdoor learning space.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Access to Information

Information issued by the school aims to be user friendly. Newsletters incorporate photographs. Makaton signing and symbols (Communication in Print) are used throughout the school to support the pupils' communication, reading and understanding. Signing workshops have been offered to parents.

We encourage parents and professionals to take up the offer of having communications sent to them electronically, although we do provide paper copies for parents across school if needed.

For a child with a visual impairment we receive support from specialist teacher advisory service in modifying printed materials into a format to meet the needs of individual children and for parents who might also have a visual impairment.

Our website provider ensures our website comes with the following accessibility features:

- High visibility mode – this provides a simplified version of the website in bright contrasting colours that allows users who may have difficulty with colours contrasting and small font sizes.
- Descriptive text on images – within the text editor of the website, each image has the ability to have an alternative descriptive segment added to effectively describe the image. This allows a user who may have sight issues to view the content in a text format and understand what is happening.
- Accessibility statement – this includes key information and the ability for users to be able to contact the school for support if necessary. Colours – all colours provided on the website will meet the Web Accessibility In Mind (WebAIM) classification for 2.1 AA – the new international accessibility standard.

We ensure that important website content is accessible by enabling it to be read by online screen readers.

School Access Planning

- Develop sensory aspects of outside area.
- Ensure new developments to grounds or buildings are accessible

Associated policies and plans

This plan should be read in conjunction with other relevant documents including:

- Equality Policy
- Hampshire Accessibility Strategy