



Hollywater
School

Inspire. Believe. Achieve.

Hollywater School Accessibility Plan

Approved by Chair of Governors: Silas Jones		Date of approval: March 2025
Headteacher: S.Kitching		
Date of last review:	22nd March 2022	
Frequency of review Every 3 years and next review:	March 2028	

Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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

The School's context

Hollywater School is a Community Special School catering for approximately 144 boys and girls, who have complex learning difficulties across the age range from 4 years to 19 years. The school is situated in Bordon Hampshire

Hollywater School caters for a range of Special Educational Needs. All pupils at our school have a learning difficulty; many also have an additional need such as a physical disability, medical need, a language disorder or an autism spectrum disorder. Some of the children on roll have life limiting conditions and complex medical needs.

Hollywater School also encompasses the Hollywater Further Education provision (6th form), which provides a base for the education in our Post 16 for up to 15 students, The students have a range of activities which prepare them for life after Post 16 and engage them in their local community for the development of their vocational and community skills.

Hollywater School is an inclusive school that strives to ensure that all children feel safe when they are with us and where we encourage an environment in which they are ready to learn. Our values focus on openness, kindness, honesty, positive relationships and trust.

We have a dedicated and skilled staff team, who work with the strengths of each individual child to ensure that they achieve to the best of their abilities.

- Hollywater School maintains its commitment to ensuring all pupils are able to access a rich and broad curriculum and accessible environment and to reduce barriers that prevent them from reaching their full potential. It achieves this by adhering to the following principles of Inspire, Believe and Achieve.
- Appointing and working with a range of staff with the required skills to support learners with complex needs e.g. specialist teachers, assistants, therapists, additional home school Link Worker support.
- Offering a range of interventions that meet the needs of all learners including the most complex e.g. swimming sessions in the hydrotherapy pool, horse riding, massage, Sensory Integration Occupational Therapy, Occupational Therapy, Intensive interaction & Attention Autism, TaSSeLs Communication, Makaton, PECS
- Providing ongoing professional development opportunities and training so that staff are skilled to work with learners with complex needs
- Ensuring that the school provides a safe and secure environment where the dignity of pupils is respected and learners can be independent e.g. toilet and changing facilities.
- All pupils irrespective of their difficulties have the opportunity to be included in all aspects of the curriculum with teaching and learning being differentiated and personalised for each individual student

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Procedures

The following action plan shows how the school will identify and implement the priorities within the plan over the next three years. These actions are also reflected within the Schools Improvement Plan. The school makes provision for these actions within its school budget.

CURRICULUM ACCESS - Increasing the extent to which all pupils can participate in the school curriculum.

Objective	Actions	Who?
To continue to increase pupil independence so that pupils are able to exercise some control over their environment, follow routines and make their own decisions.	<ul style="list-style-type: none"> • Continue to develop visual clarity of the environment to support pupil independence e.g. visual schedules, signs etc. • Continue to use personal schedules that are adapted for individual pupils. • Continue to use TEACCH principles throughout the whole school – ensuring there is appropriate training for all staff training • Develop the use of switch technology, ALD & AAC devices where appropriate. 	SSLT Leaders of Phases Class Teachers
To continue to develop a communication rich environment across the school so that pupils have the skills and tools to express their needs and understand their environment.	<ul style="list-style-type: none"> • Ensure that all staff are using our core communication strategies at all times as appropriate for individual students e.g. Makaton, PEC, objects of reference etc; in line with our Communication policy • Further develop and resource the use of AAC devices on an individual basis e.g eye gaze and ipads • Continue to facilitate access to speech therapy for all students at a universal level and for some students at a targeted level • Addition of ALD communication boards throughout the school. 	SSLT Leaders of Phases Class Teachers Speech therapy
To enable all pupils to access an appropriate and relevant curriculum across the school day in order to reach their full potential.	<ul style="list-style-type: none"> • Continue embedding and monitoring our communication pathways – conceptual, integrated, semi- formal and formal • Continue developing and embedding our assessment frameworks on Earwig including our new EHCP framework, Communication and Interaction Framework and Personal and Social Development to ensure that all pupils have access to the school curriculum to meet their EHCP needs. • Ensure that students have access to Sensory Diets, SIOT and physio programmes to support their learning if their needs require it • Ensure that student with PD have access to the equipment they need to access the curriculum including standing frames, trikes, pacers, walkers etc; • Move, Sherbourne Movement Therapy programmes, Rebound Therapy Programmers, TAC PAC • Hoist in the multi-sensory and hydro room and 3 bathrooms and 3 classrooms around the school. • Closomat toilet in one of the disabled bathrooms & 3 additional disabled toilets. 	SSLT Leaders of Phases Class Teachers SENCO

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School Improvement

Improving the school environment to increase the extent to which all pupils can take advantage of education and other services.

Objective	Action	Who
To maintain the safety and security of the school site to promote independence.	<ul style="list-style-type: none"> • Risk assessments monitored to ensure site remains safe and secure for pupils • Continue to monitor and finds ways of ensuring fencing and gates are safe and easy to access • Individual Risk assessments are undertaken where necessary to support students physical and emotional wellbeing. 	Headteacher SSLT Site Manager Hampshire
To ensure that active play times are accessible to all students	<ul style="list-style-type: none"> • Resource playtimes with a range of activities that promote active playtimes for all • Develop and monitor playtimes ensuring staff are interacting and making the activities accessible for all • Develop play leaders in the school who are responsible for leading play. • Continue to monitor and find ways of making the play surfaces safe in the play areas outside EYFS and Gold classes. • Complete the building of the Forest School which will be fully accessible to all students. • Redevelop the GOLD /LIME and Yellow playground to make it a more engaging play-based environment. 	Headteacher SSLT Site manager Hampshire
To ensure that students have access to a range of ICT equipment to support their learning	<ul style="list-style-type: none"> • Conduct a strategic review of ICT resources and systems in the school • Upgrade the school's Wifi to ensure that all students have good access to • Upgrade the multisensory room to enable students from all pathways to access learning in multisensory environment. • Ensure access for all classes to the immersive suite to support sensory needs and engagement in education. • Work with Agile to further develop the schools IT systems to enable accessibility for all 	Headteacher SSLT IT Manager Class teachers

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<p>To continue to provide additional support for pupils with medical and health needs</p>	<p>Continue to develop support for pupils with additional medical and health needs by:</p> <ul style="list-style-type: none"> • Continue working in partnership with the specialist school nurse and Hampshire Hospitals Trust Nurses to support our student’s medical needs the role of the Special School Nurse with Health • Continuing to train and update staff in relation to medical conditions and procedures e.g. feeding tubes, epi-pens etc. • Ensure that students have access to OT and physio programmes to support their learning if their needs require it Ensure that student with PD have access to the equipment they need to access the curriculum including standing frames, trikes, pacers • Continue to provide 2 x on site Automated Defibrillators to be used in the case of cardiac arrest. • Continue to train all staff in the use of Auto injector pens and provide emergency support for child and adult anaphylaxis through annual subscription to KITT medical. <p>Continue to provide higher than needed under law First Aid provision and training among staff.</p>	<p>SLT School Nurses Hampshire Hospital Trust Nurses School Teaching and Support Staff</p>
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