

Accessibility plan

Highfield Community Primary School



Approved by: Andrew Proctor **Date:** October 2021

Last reviewed on:

Next review due by: October 2023

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements.....	7
5. Links with other policies.....	7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our school values embody this. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. This plan will be reviewed by a range of stakeholders, including pupils, parents, staff and governors of the school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability or SEND</p>	<p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. A personalised curriculum is in place for specific pupils. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Use of outside agencies to provide reports and support where required. Expert advice is sought to assist staff in knowing how to support children appropriately. Each classroom has its own regulation/calm area for children who need to regulate.</p>	<p>To enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum – ONGOING</p> <p>To ensure all staff are aware of specific needs of each individual pupil – SHORT</p> <p>To make best use of technology to assist access to the curriculum - ONGOING</p>	<p>Provide regular training.</p> <p>Prioritise the immediate needs of the current cohort.</p> <p>Provide staff with detailed 'One Page Profile' of students' needs with disabilities</p> <p>Match the needs of the pupil to the technology to facilitate more independent access to the curriculum</p>	<p>SENCO/DHT</p> <p>SENCO/DHT</p> <p>SENCO/DHT</p> <p>SENCO/DHT/HT</p>	<p>Ongoing but at least once a term</p> <p>Within 1 month of a child starting at the school</p> <p>Ongoing</p>	<p>Staff will have confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum. Evidence of ICT equipment being used in lessons effectively to support the learning of pupils with a disability or SEND</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Maintain safety for visually impaired people</p> <p>Improve and maintain access for all pupils with a disability.</p>	<p>Environment is regularly checked to ensure safety for all pupils.</p> <p>Corridors and cloakroom areas are left clear to ensure easy mobility for all pupils.</p> <p>Ramps are available for pupils in wheelchairs to ensure access to all areas of school.</p> <p>Accessible parking is available for pupils who are in wheelchairs.</p> <p>Large print resources available when required.</p> <p>Disabled toilet and changing facilities.</p>	<p>To ensure pupils can move safely around the school.</p> <p>To ensure access to classroom and library resources and that shelving units are at an accessible height.</p> <p>To check the environment reflects the needs of the pupils.</p>	<p>Yellow paint being needed on step edges if and when required.</p> <p>Check exterior lighting is working on a regular basis</p> <p>Check flashing beacons that signal fire alarm activation regularly.</p> <p>Ensure all staff are aware of any pupils who have a disability and require further support ensuring they can access all areas of school.</p> <p>Library and classrooms to have appropriate height of shelving for resources.</p>	<p>Site supervisor/DHT</p> <p>Site supervisor/DHT</p> <p>Site supervisor/DHT</p> <p>SENCO/DHT</p> <p>SENCO/DHT</p>	ongoing	<p>Visually impaired people feel safe in school grounds and the environment meets the needs of the pupils.</p> <p>All children with a disability can easily access the school and grounds.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> Internal and external signs. Visual aids Pictorial representations ICT equipment <p>All classes use visual timetables.</p> <p>Individuals have their own visual timetable where necessary.</p> <p>Now and next boards are used.</p>	<p>To ensure visual aids are in place and used effectively with all children who require this support.</p> <p>To monitor consistent use of pictorial symbols used for communication.</p>	<p>Walkthrough to monitor appropriateness and effectiveness of visual timetables and now and next boards.</p> <p>Staff training to ensure all staff understand how to use visual aids effectively to communicate meaning.</p>	<p>SENCO/JS</p> <p>SENCO/JS</p>	<p>Spring 2022</p> <p>Spring 2022</p>	<p>Visual timetables will be easily accessible and visible and used effectively to communicate meaning and understanding.</p> <p>Now and next boards will be used effectively to clearly communicate meaning and understanding.</p>

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and the Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- › Risk assessment policy
- › Health and safety policy
- › Equality information and objectives (public sector equality duty) statement for publication
- › Special educational needs (SEN) information report
- › Supporting pupils with medical conditions policy