



# Accessibility Plan

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### Statement of intent

This plan outlines how Highfields Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

### Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Single Equality Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Supporting Pupils with Medical Needs Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

### Roles and Responsibilities

The Governing Body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.

- Monitoring this plan.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Governing Body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and Governing Body to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### Accessibility Audit

The Senior Leadership Team will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – they will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – they will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – they will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the leadership team will consider all kinds of disabilities and impairments and prioritise any that are most represented in the school community. These include, but are not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to monitor the progress against the accessibility audit and to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the plan section of this document.

### Planning Duty 1 (Curriculum)

Increasing the extent to which disabled pupils can participate in the school curriculum The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCO leads the Statutory Assessment Process, ensuring additional resources are available where appropriate. The SENDCO, learning mentor and support staff provide additional support for pupils in regard to behaviour and access to learning.

The school has worked closely with a range of specialist services depending on pupil needs. These include:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- SPLD Team
- CCAT Team

### Planning Duty 2 (Environment)

Improving access to the physical environment of the school This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered at Highfields Primary School.

### Planning Duty 3 (Information)

This planning duty involves improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. At Highfields primary school, we have also considered the provision of information to parents.

Planning duty 1: Curriculum

Issue	Action	Monitoring	Outcome/ Evaluation	Completion Date
Develop new nurture and sensory room so that it is used to its full potential	a) purchase equipment and furniture appropriate for a range of SEMH interventions including a sensory space b) timetable space so that an increased number of children have access to this	SENDCo		Summer 2024
Ensure staff have relevant and specific training on children's disabilities including how to adapt the curriculum	a) Share information with all staff involved with a child b) Identify training needs at pupil provision and IPP meetings c) SEND whole school CPD d) Liaise with Inclusion support about training	SLT SLT  SENDCo		Ongoing- termly
Embed mathematics interventions in R-6	SEND children to make progress due to up-to-date, well-resourced appropriate scheme	SENDCo		Autumn 2024

Planning duty 2: Physical environment

Issue	Action	Monitoring	Outcome/ Evaluation	Completion Date
For school leaders to be aware of the access needs of pupils, staff, governors, parents and carers	a) Update PEEPS annually for individual disabled children. b) Add question to annual Parent survey to gain views c) SEND Gov visits with SENDCo	SENDCo SLT SEN Governor		Autumn 23,24, 25  Spring 2024  Ongoing
To be aware where in the school building is inaccessible to wheelchair users	a) SLT complete audit	SLT		Spring 2024
Ensure access to the school hall, playgrounds, toilets, classrooms and safe evacuation onto the playground or back drive for wheelchair users	a) Ensure staff keep fire exits and corridors clear for a wheelchair to pass b) Investigate temporary/ removable ramps to be used in KS2 classrooms	SLT/ Site Manager  SLT		Ongoing  Summer 2024

Planning duty 3: Information

Issue	Action	Monitoring	Outcome/ Evaluation	Completion Date
Survey parents about preferred methods of communication	Understanding of preferred methods and any access issues	HT, SLT, Governors		Spring Parents Evening 2024
Increase invitations to parents in to school for workshops and celebration assemblies	Parents report sharing children's learning more frequently. Records show more parents attending school for different opportunities	HT, SLT		Summer 2025