

# Highwood Primary School



*"Preparing today's children  
for tomorrow's world"*

# Accessibility Plan

Written September 2014  
Review September 2017  
Ratified by Governors November 2014



**Vision:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Highwood, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan has been developed and drawn up following the completion of an access audit checklist. It should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- Critical Incident Support Plan
- Single Equality Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Inclusion Policy

## **Aims and Objectives**

### **Our Aims are to:**

- o Increase access to the curriculum for pupils with a disability,
- o Maintain access to the physical environment
- o Improve the delivery of written information to pupils,

## **Access Audit**

The school is a two storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor which wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large wheelchair which is maintained on a regular basis. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.

On-site car parking for staff and visitor includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features an automatic sliding door, a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available throughout the school. The school has internal emergency signage and escape routes are clearly marked. (See Appendix 1)

## **Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced.

## 2014-2017 Action Plan

**Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To liaise with Early Years providers to review potential intake for Sept 15	To identify pupils who may need additional support or different provision for from provision for Sept 15 Intake	Sept 2015/16	HT EYFS teacher DHT	Procedures/equipment/ ideas set in place by Sept 2015
To carry out 'New to' meetings with all new starters	To identify any pupils who may need additional support or provision.	Ongoing	Inclusion team	Additional needs are identified early and support in place

<p>To ensure full access to the curriculum for all</p>	<p>Employment of specialist teaching assistants; CPD for staff and:</p> <ul style="list-style-type: none"><li>• A differentiated curriculum with alternatives offered.</li><li>• The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li><li>• A range of support staff including trained teaching assistants</li><li>• Multimedia activities to support most curriculum areas</li><li>• Use of interactive ICT equipment</li><li>• Specific equipment sourced from occupational therapy where relevant</li></ul>	<p>Ongoing</p>	<p>Teachers</p>	<p>Advice taken and strategies evident in</p>
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Rigorous monitoring of SEND assessment data	SENCO/Inclusion team/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
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**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Medical plans in place for children. Liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher Inclusion Team School nurse	

**Aim 3: To improve the delivery of information to disabled pupils and parents.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"><li>• Records passed up to each class teacher.</li><li>• End of year class teacher meetings</li><li>• Annual reviews</li><li>• IEP meetings</li><li>• Medical forms updated annually for all children</li><li>• Medical plans</li><li>• Significant health problems –children's photos displayed on medical room notice board / info kept in separate file in staffroom and in school kitchen</li></ul>	Ongoing	Class teachers School nurse Inclusion team	Each teacher/staff member aware of disabilities of children in their classes

