

# Highwood Primary School



## **Accessibility Plan**

Start November 2021  
Review October 2024

*Promoting Resilience – Achieving Potential*

## **Highwood Primary School Aims**

- To work in partnership with families and the wider community.
- To be a learning community which promote resilience, and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver quality first teaching, with high ambition for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning.
- For all members of the school community to model positive, respectful relationships.

## **We are working within a national framework for educational inclusion by:**

- Equality Act 2010
- The SEN Revised Code of Practice 2014

## **Responsibilities**

The governors of the school are responsible for determining the content of the policy and the headteacher for implementation.

## **Publication**

This policy will be published on the school website.

## **Monitoring and evaluating**

This policy will be monitored as part of the schools' monitoring and evaluation programme.

## **Inclusion and equality statement**

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

## **Introduction**

At Highwood Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential. 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.

## **Aims and objectives of this policy**

1. Full access to the Curriculum
2. Full access to the physical environment
3. Full access to information

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website. We understand that Hertfordshire Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school

Our Accessibility Plan shows how access can be improved for disabled pupils, staff, and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.

Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The following Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:

- Curriculum policy
- Health and Safety policy
- Critical Incident Support Plan
- Equality Policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Improvement Plan

### **Access Audit**

The school is a split-level building (due to being built into a slope) with wide corridors and several access points from outside. EY and KS1 areas are on the upper level which is accessed by a single flight of stairs or lift from inside the building but can also be accessed at pavement level from the outside areas of the classroom. The lift is maintained on a regular basis and can accommodate a large wheelchair. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.

KS2 areas are all on the lower floor with wide door access to all rooms. The hall, activity studio, ICT suite, library and dining room are on the ground floor and are accessible to all.

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. On-site car parking for staff and visitors includes four dedicated disabled parking bays.

### **Management, coordination and implementation**

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

## Highwood Primary School Accessibility Plan 2021-2024

1. Improving Participation in the Curriculum						
Priority	Lead	Strategy/Action	Resources	Timescale	Annual Update	Success Criteria
To enable parents to engage more effectively/actively in supporting their child's learning.	SLT/ SENCo	Termly meetings with parents/carers Personal Plans review meetings Annual review meetings with SENCo	Time allocated	2024		Parents/carers fully informed about progress and engage with their child's learning
Training for all staff on increasing access to the curriculum for all pupils	SLT/ SENCo/ School nurse	Epipen training Intimate care policy and trained staff Training from SALT, Communication & Autism Team, Learning and Behaviour Advisory team Access to courses Outreach from local special schools Online resources for CPD shared with staff Ongoing support from specialists e.g. VI Team, Physiotherapists, OT etc	Training time TA time allocated	2024 Epipen training Regular visits from outside professional		Increased access to the curriculum Needs of all learners met Maintain records of staff trained
To ensure that the medical needs of all pupils are met	HT/SENCo/	Medical plans in place for children. Liaise with external agencies, identifying training	Training time	2024		Needs of all learners met

fully within the capability of the school.		needs and establish individual protocols where needed.				
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SENCo/ SLT	Strategic deployment of support staff/Inclusion TA's Use of ICT, e.g voice activated devices Purchase and allocate other resources as needed, e.g sloping boards for writing, wobble cushions, reading rulers, coloured overlays, pencil grips, chew/fiddle toys	Specific apps to support learning on iPads Other resources as required for individual pupils	2024		Positive impact on pupil progress Barriers to learning are removed
Adaptations to the curriculum to meet the needs of individual learners	SENCo/ Class teachers/ ZD/ NW	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and Language therapy programmes Specific training in word processing skills through Dance Mat touch type Programme Use of access arrangements/ National tests	SALT – delivering programme to TA ICT suite Circle of Friends Training	2024		Needs of all learners met enabling positive outcomes
Improve educational experiences for visually impaired pupils	SENCo/ Class Teacher	Consult with VI specialist Use of enlarged reading materials, on coloured paper rather than white etc, as	Cost of resources	In place when required – regular visits		Teaching aids, white boards etc, more easily seen and learning

		required based on identified needs		from sensory team		experienced enhanced
Improve educational experiences for hearing impaired pupils	SENCo/ Class Teacher	Consult with Hearing impaired Team Daily maintenance and use of radio aids when required	Equipment	In place when required-regular visits form sensory team		Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced
Review PE curriculum to ensure PE is accessible to all pupils	PE lead/SENCo	Review PE curriculum to include disability sports	Time allocated Any specialist equipment needed	Ongoing		All pupils have access to PE and are able to excel, for example via support from an adult
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/ SENCo/ Staff leading clubs	Risk assessments with be undertaken where appropriate Providers will comply with all legal requirements  Ensure venues and means of transport are vetted for suitability	Any specialist equipment needed to allow a child to access a club	2024		Increased access to the extra-curricular activities for all pupils with SEND



2.		Improving the Physical Environment				
Priority	Lead	Strategy/Action	Resources	Timescale	Annual Update	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents/ carers	KM/AC	<p>Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used meetings</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p>	Time allocated	2024		<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff &amp; governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
Ensure there are enough fire exits around school that are suitable for people with a disability	All staff	Ensure staff are aware of need to keep fire exits clear		2024		All disabled personnel and pupils have safe exits from school.

3.	Improve the delivery of written information					
Priority	Lead	Strategy/Action	Resources	Timescale	Annual Update	Success Criteria
Availability of written material in alternative formats	Office/SLT/SENCo	Key content to be published on school website Newsletter Provided translated documents when appropriate Display appropriate leaflets for parents to collect	Cost of translation Contact details	In place and ongoing		All parents will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Class Teachers/SENCo	Seek and act on advice from sensory support advisor or individual pupil requirements Ensure large, clear font used in documentation Use of magnifier if appropriate	Loan or cost of specialist equipment	In place and ongoing		Pupils to access all school documentation
To review children's records ensuring school's awareness of any disabilities	HT/ SENCo/SLT	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>▪ Personal Plan reviews at least termly</li> <li>▪ Medical forms updated annually for all children</li> <li>▪ Medical plans</li> </ul>	Time allocated	Ongoing		A review children's records ensuring school's awareness of any disabilities

		<ul style="list-style-type: none"><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>				
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