

Highwood Primary School



Promoting Resilience – Achieving Potential

Accessibility Plan

Review May 2019

This policy has been impact assessed against protected characteristics (race, gender and disability) and no adverse impact has been identified.

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 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.

2017-2020 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

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Early Years providers to review potential intake for Sept 18 / 19 / 20	To identify pupils who may need additional support or different provision for from provision for Sept 2018/19/20 Intake	July 2017/ 18/ 19 prior to starting the following September	HT EYFS Phase Leader SENDCo	Procedures/equipment/ ideas set in place by Sept 2018/19/20
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
Rigorous monitoring of SEND assessment data	SENCO/Inclusion team/Class teacher meetings/Pupil progress meetings Scrutiny of assessment system Regular liaison with parents	Termly	HT Class teachers SENDCo	Progress made towards Personal Plan targets

<p>To ensure full access to the curriculum for all</p>	<ul style="list-style-type: none">• Employment of specialist teaching assistants;• CPD for staff;• A differentiated curriculum with alternatives offered;• The use of P/ PKS levels to assist in developing learning opportunities for children and also in assessing progress in different subjects;• A range of support staff including trained teaching assistants;• Multimedia activities to support most curriculum areas;• Use of interactive ICT equipment;• Specific equipment sourced from occupational therapy where relevant	<p>Ongoing</p>	<p>Teachers</p>	<p>Advice taken and strategies evident in</p>
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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.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure that access to the outside areas are fully accessible to disabled pupils.	Check outside areas when accessible.	When building works have been completed – February 18.	HT Healthy and Safety team SENDCo	All children can access the variety of play equipment in the courtyards, playground and field.
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.

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

