



Highfields Primary School **Accessibility Plan**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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”.

Definition of disability

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.

Current Range of known disabilities

The school has (and will continue have) children with a range of disabilities from moderate to specific learning disabilities.

We have currently have:

- a parent who has a visual impairment
- a child with visual impairment
- one wheelchair dependent child.

Values

At Highfields Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone’s uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Contextual Information

Highfields Primary School has been in its current location since 1992. The school is a single storey building with wide corridors and several access points from outside. All areas have wide door access to all rooms. Within the school, we have two sets of spilt level stairs both consisting of four steps. Alongside these, the available ramps provide an alternative access to all areas of the school.

The entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a semi-automatic door, this being fully accessible to wheelchair users. There is a disabled toilet available which is fitted with a handrail and a pull emergency cord.

We have an on-site car park for staff and visitors that includes a dedicated disabled parking bay.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Purpose of Plan

This plan shows how Highfields Primary School intends, over time and in response to imminent changes, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Areas of planning responsibilities

- **Increasing access for disabled pupils to the school curriculum** - this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits
- **Improving access to the physical environment of schools** - this includes improvements to the physical environment of the school and physical aids to access education)
- **Improving the delivery of written information to disabled pupils** - this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

The Accessibility Plan will contain relevant actions to:

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Management, Coordination and Implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

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

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

- Positive Learning Policy
- Emergency Management Plan
- Health & Safety Policy
- SEND Policy
- Creative Teaching and Learning Policy

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored through the Governor Premises Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: _____

Date: _____

Information about our Accessibility Plan will be made available to parents on request.

This Accessibility Plan will be published on the school website.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.

The Plan will be monitored through the Premises Committees of the Governors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SEND coordinator**
- **School Business Manager**
- **Site Manager**

Increasing access for disabled pupils to the school curriculum.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	IT Technician	Wider use of SEND resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required	As required	SENCO	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on- going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager	Re-designed buildings are usable by all
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	BM	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept	BM	
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required	ICT	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate	LA	All disabled staff, pupils and visitors able to have safe independent egress
	Egress routes visual check	Weekly	Site Manager	

Improving the delivery of written information to disabled pupils

Targets	Strategies	Time scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	SENCO	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office	
	Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	Current	ER - Website	All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	SENCO/class teacher	Excellent communication
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	On-going	EAL co-ordinator	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included