



# **Accessibility Plan**

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# 1. STARTING POINTS

## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995(DDA) to cover education. Since September 2002, the Board of Trustees has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Board of Trustees of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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.

## 1A The purpose and direction of the school's plan: vision and values

We aim to value the individuality of all of our children. We are committed to giving each child at our schools every opportunity to achieve the highest of standards, to ensure that all children are happy, involved and engaged in all areas of the school. We will ensure that every child is treated as a special, unique individual who has the potential to shine. We will work together to make sure children feel safe, secure, cared for and appreciated for being themselves.

In working towards this, we aim to:

- provide a structured, caring, learning environment, using those experiences which children bring to school.
- form positive partnerships between home, school and community.
- prepare children for living in a multicultural society and build upon the strengths of cultural diversity.
- provide equal access to a curriculum which promotes pupils' spiritual, moral, social and cultural development.
- to deliver a curriculum which aims to provide opportunities for all pupils to learn and to achieve.
- prepare children for their future role in society developing their knowledge, skills and attitudes.

## 1B Information from pupil data and school audit

Highfield School is a large four form entry primary school that is part of the Prince Albert Community Trust, catering for 781 pupils, aged 4 to 11. Around 31% of the children have been identified as having Special Educational Needs or a Disability. All staff have some limited experience of working with children with Special Educational Needs and a range of continuing professional development opportunities alongside in class support are made available to further develop knowledge. The school has a large Inclusion and Pastoral Team who have undergone specialist training in order to fully meet the needs of children with disabilities.

## 1C Views of those consulted during the development of the plan

Highfield School actively uses consultation and a working party approach, with an ongoing cycle of consultation for all stakeholders. Specific groups are asked about issues which are pertinent to them. This plan has been written in consultation with parents, staff, external agencies working with the school and pupils.

# 2. THE MAIN PRIORITIES IN THE SCHOOL PLAN

2A curriculum

2B environment

2C information

See full plan after Section 3B

# 3. MAKING IT HAPPEN

## 3A Management, co-ordination and implementation

The School's Accessibility Plan will be presented to the Academy Committee for approval. It is a three year plan that will be reviewed annually by the school Senior Leadership Team.

Progress will be reviewed by considering the following questions:

- have we done what we said we would?
- has it had any impact?

This will be reviewed by the Academy Committee. The Plan will be revised as necessary during its lifetime.

The lead responsibility for the implementation of the plan will be the Head of School, although the Lead Practitioner for Inclusion and SEND and other members of the Senior Leadership Team will may have responsibilities, as outlined in the plan. Details of the resources (financial and human) required to successfully carry out the actions are detailed in the plan, along with timescales and will be reflected in the Inclusion action plan and budget plans for site and inclusion.

### 3b Making the plan available

The School's Accessibility Plan will be available on the website.

Hard copies of the Plan are available on request from the school office.

## Accessibility Action Plan

### 2A Increasing the extent to which disabled pupils can participate in the school curriculum

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Ensure that all new staff have the necessary training and support to enable them to support children with Special Educational Needs and Disabilities so they are fully involved in school life.	NQT training programme.  Training offered termly through PLD offer.  In class support for individual staff on request.	Lead Practitioner for SEND & Inclusion	January 20	Ongoing each year	95% of new staff will demonstrate an increased level of confidence in meeting the needs of children with SEND through staff questionnaires.	Monitored informally every fortnight by SLT. Reviewed termly by HoS.
Teachers and T.A.s aware of a range of strategies they can use to support the full range of SEND within their class.	Training sessions to share strategies for the five main areas of need within SEND.  Share PACT provision matrix.  Lead Practitioner for Inclusion to support staff within year group meetings.  Access to training via PLD offer each term.	Lead Practitioner for SEND AHT's	Sept 20 Sept 21 Sept 22	July 21 July 22 Jan 23	100% of staff will understand the needs of the children on their SEND register and will have a bank of strategies that they can use to support them.  Throughout the year, 90% of strategies suggested by outside agencies will be put in place for a sustained period of time.	Monitored by SLT through development sessions

	Fortnightly learning walks.  Develop one page profiles for each child on the SEN register.					
To provide ASD awareness training for all staff in order to provide strategies for use with children with ASD.	Book AET level 1 training via the CAT team	Lead Practitioner for SEND SLT	Autumn Term 20	Dec 20	At least 90% of teachers and TA's will have an awareness of Autism and will be able to use training in everyday practice.	HoS
To ensure classrooms are organised to promote the participation and independence of all children	Regular learning walks to review environment for children with specific needs.  Staff training on organisation of furniture and resources to support all learning styles.	Lead Practitioner for SEND SLT	Sept 2020  Sept 2021	Ongoing  Dec 2022	90% of classrooms where children with specific complex needs work will be organised appropriately to meet the needs of the children  85% of classrooms will be organised to ensure all children can participate fully and work independently.	SLT  SLT
To liaise with Nursery and pre-school providers to review potential intake for September	Contact Highfield Nursery in the Spring Term to discuss children with additional needs coming into Reception. Meet with other service providers who support children who will be joining Reception. Analyse the Reception intake list to ensure all pre-school	Lead Practitioner for SEND SLT	Every Summer term	Ongoing each year	Lead Practitioner for SEND and AHT EYFS will have a good knowledge of the children with additional needs who are joining reception and the support they will need.  Reception staff will be able to plan for these children before they start in September.	DHT

	providers are contacted.					
To deliver a report about SEN provision and progress to the Academy Committee termly	Complete information for Head of School report to Academy Committee.  Be available to answer questions.	Lead Practitioner for SEND HoS	Termly from Nov 20	Termly	Academy Committee will have a clear picture of the provision for SEN children across school and the impact on progress.	A Shotter A Knibbs
Provide ipad with keyboard and pencil for children with a visual impairment to support access to curriculum.	Get quotes and order resources	Lead Practitioner for SEND & Inclusion	September 20	July 2021	Children with a visual impairment will have an ipad with pencil and keyboard.	Lead Practitioner for Inclusion & SEND.
For all children on the SEND register to have a One Page Profile to ensure their needs a fully met	Staff to be given a day in summer term to create these profiles.	Lead Practitioner for SEND & Inclusion SLT	Nov 20	Termly	All children will have an effective one page profile that highlights the key strategies to support their needs.	A Shotter

**2B Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services**

<b>Proposal/Issue to be addressed</b>	<b>Action</b>	<b>Who will be responsible for implementing the action</b>	<b>Start date</b>	<b>Proposed completion date</b>	<b>Impact</b>	<b>Monitoring</b>
Ensure that the site is as accessible as possible to motorised/manual wheelchairs.	Work with PDSS & Site staff to ensure that: Ramps are of a suitable width Angle of turn at top of ramps is appropriate Steps/lips on doorways are low Gradient of ramps are suitable	Lead Practitioner for SEND & Inclusion Site Team	Spring 2021	Sept 2021	As much of the building on the ground floor and the external areas of school will be accessible to wheelchair users	K Jackman S Lewis
Install changing facilities for children with personal care difficulties	Identify suitable position of changing facilities for children with	Lead Practitioner for SEND & Inclusion Site Team S O Donnell(PDSS)	June 2021	Jan 2022	Changing facilities will be installed in the most suitable environment for the	S Lewis

	personal care difficulties. Arrange for changing facilities to be ordered and installed				children to use.  An alternative area for a personal care facility will be identified if appropriate	
Ensure disabled parking facilities are available	Identify disabled parking space Ensure appropriate markings and sizing are adhered to Inform all staff of how the space should be used.	Lead Practitioner for SEND & Inclusion Site Team	Sept 2021	Sept 2022	There will be a legally compliant disabled parking space available at school.	S Lewis
Ensure that the needs of children with complex medical needs such as diabetes or tube feeding are met fully	Conduct parent meetings to establish the need of each child. Liaise with external agencies including school nurse to review support. Identify training needs and book where needed. Ensure individual care plans are completed for all children with complex medical conditions. Establish a process to follow when a newly diagnosed child comes to school.	Lead Practitioner for SEND & Inclusion SLT School Nurse Specialist nursing services	November 2020	Ongoing	All children with complex medical needs will have an individual care plan.  Key staff will receive training in a timely manner.  Key staff will be supported to manage the medical needs.  All SLT will know the process to follow if a child comes to school with a new, complex medical diagnosis. Key contact such as school nurse will be shared.	HoS

## 2C Improving the delivery of information that is provided to all stakeholders

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Widen methods of communicate with parents	Investigate how tools the school has access to could be used to communicate with parents. Gain parental permission is needed. Start using alternative methods of communication.	S Syner J Mitchell S Stanway	Sept 2021	July 2023	Communication with parents will be improved following consultation.  90% of parents will be happy with the amount of information they receive and how they receive it.	C Shotter
To establish parent support groups for parents of children with complex needs.	Invite parents of children with complex needs to attend a parent support group every term.  Plan theme of each session collaboratively with parents, involving outside agencies as needed.	Lead Practitioner for SEND & Inclusion SLT	Oct 2021	Ongoing	50% of parents of children with complex needs or disabilities will attend at least 1 parent support group session in the first year.  In the second year, the support group will be attended regularly by a core group of parents.  In the third year, the parent group will run collaboratively across the Trust.	HoS/DHT
Availability of written material in alternative formats	Investigate software and equipment available to convert written information into alternative formats.	S Syner S Stanway J Mitchell	Sept 2021	July 2023	25% of written information will be available in alternative formats as standard practice. 50% of written information will be presented in alternative formats on request from parents.	C Shotter