



# **Accessibility Plan**

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Highfield J&I School  
**Accessibility Plan**

## Contents

<b>1. STARTING POINTS .....</b>	<b>3</b>
Introduction .....	3
1A The purpose and direction of the school's plan: vision and values.....	3
1B Information from pupil data and school audit .....	3
1C Views of those consulted during the development of the plan.....	3
<b>3. MAKING IT HAPPEN .....</b>	<b>3</b>
3A Management, co-ordination and implementation .....	3
3b Making the plan available .....	4
<b>Accessibility Action Plan .....</b>	<b>4</b>
2A Increasing the extent to which disabled pupils can participate in the school curriculum .....	4
2B Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services .....	5
2C Improving the delivery of information that is provided to all stakeholders .....	7

# 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 705 pupils, aged 4 to 11. Around 26% 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.	ECT training programme.  Training offered termly through PLD offer.  In class support for individual staff on request.	Lead Practitioner for SEND & Inclusion PACT Welfare team	September 2023	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.  Fortnightly learning walks.  Develop good quality one page profiles for each child on the SEN register.	Lead Practitioner for SEND AHT's	Sept 23 Sept 24 Sept 25	July 24 July 25 July 26	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
To provide ASD awareness training for teaching staff in	Book Primary Adaptive Teaching Approaches: engaging autistic learners	Lead Practitioner for SEND SLT	Spring Term 2024	July 2024	At least 90% of teachers and TA's will have an awareness	HoS

order to provide knowledge of adaptive teaching approaches for use with children with ASD.	via the CAT team				of adaptive teaching approaches and will be able to use training in everyday practice.	
Conduct regular accessibility audits for the curriculum.	Plan to conduct an accessibility walk to look at curriculum access.	Lead Practitioner for Inclusion & SEND DHT	Oct 23	Termly from Oct 23	There will be a clear picture of how accessible the curriculum is and where improvements are needed. Improvements will be included in the action plan or future versions of the Accessibility Plan.	DHT
Develop the consistent use of visual timetables across school.	Audit the current use of visual timetables in school. Share research into the use of visual timetables and provide training. Provide resources for staff to use in their visual timetables.	Lead Practitioner for Inclusion & SEND	Autumn term 2023	Resources distributed by Sep 23  Learning walk to check implementation Oct 23  Check through half termly learning walks during year.	An appropriate visual timetable will be in place in every classroom. They will be used consistently and effectively.	SLT
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 Autumn 2023 Spring 2023 Summer 2023	Termly Autumn 2023 Spring 2023 Summer 2023	Academy Committee will have a clear picture of the provision for SEN children across school and the impact on progress.	A Shotter A Knibbs
To ensure the environment for our hearing impaired pupils is adapted as best possible to create a supportive learning environment	Respond to recommendations from outside agencies.  Liaise with site to support with recommendations.  Staff to receive HI training to develop understanding	Lead Practitioner for SEND & Inclusion SLT Site Classroom practitioners	Termly from September 2023	Termly	Pupils with a hearing impairment have their needs met through the environment and create an environment to make them successful.	HOS

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

Proposal/Issue to	Action	Who will be	Start date	Proposed	Impact	Monitoring
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be addressed		responsible for implementing the action		completion date		
Ensure that all events are 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 2023	Sept 2026	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 personal care difficulties. Arrange for changing facilities to be ordered and installed	Lead Practitioner for SEND & Inclusion Site Team S O Donnell(PDSS)	April 2024	July 2024	Changing facilities will be installed in the most suitable environment for the children to use.  An alternative area for a personal care facility will be identified if appropriate	S Lewis
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 2023	Sept 2026	There will be a legally compliant disabled parking space available at school.	S Lewis
To create a resource base unit suitable for complex needs.	Liaise with agencies to complete works to the classroom. Develop policy and practice around the new environment, ensuring it is included into whole school health and safety procedures. Liaise with external	Lead Practitioner for SEND & Inclusion Site Team	Jan 24	July 24	The resource base will be a suitable and safe environment, incorporated into the whole school policies.	S Lewis K Davis A Shotter HOS

	agencies to develop an appropriate environment					
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## 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
To establish and use Arbor effectively to support SEN and medical needs in school.	<p>Share practice with Welfare team</p> <p>Support from ICT team to develop knowledge and support with issues</p> <p>Office staff to follow procedures for intake and updated information</p>	Lead Practitioner for SEND & Inclusion SLT ICT team Office team	September 2023	July 2024	Concise reporting, supporting data gathering, being GDBR compliant.	HOS
To establish parent support groups for parents of children with complex needs.	<p>Invite parents of children with complex needs to attend a parent support group every term.</p> <p>Plan theme of each session collaboratively with parents, involving outside agencies as needed.</p>	Lead Practitioner for SEND & Inclusion SLT	April 24	Ongoing	<p>50% of parents of children with complex needs or disabilities will attend at least 1 parent support group session in the first year.</p> <p>In the second year, the support group will be attended regularly by a core group of parents.</p> <p>In the third year, the parent group will run collaboratively across the Trust.</p>	HoS/DHT
To develop the website around the resource base provision	<p>Update policies</p> <p>Add in staffing</p> <p>Add photographs</p>	Lead Practitioner for SEND & Inclusion SLT ICT	April 24	ongoing	Website is compliant and parents can find information required.	HOS