

HIGHFIELD PRIMARY SCHOOL
Accessibility Policy Appendix A

Section 1: How does Highfield Primary School deliver the curriculum?

Question	Yes	No
Have staff had the necessary training to teach and support pupils with disabilities?	√	
Are the classrooms organised for pupils with disabilities? *All downstairs classrooms, the nursery and the dining hall are accessible for pupils with disabilities. This includes access to the school library and the school hall. Classrooms can be reallocated according to individual's needs.		Upstairs is inaccessible for wheel chair users*
Do lessons provide opportunities for all pupils to achieve?	√	
Are lessons responsive to pupil diversity?	√	
Do lessons involve work to be done by individuals, pairs, groups and whole class?	√	
Are all pupils encouraged to take part in music, drama and physical activities?	√	
Do staff recognise and allow for the mental effort expended by some pupils with disabilities, for example using lip ready?	√	
Do staff recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	√	
Do staff provide ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	√	
Do we provide access to computer technology appropriate for students with disabilities?	√	
Are school visits made accessible to all pupils, irrespective of attainment or impairment?	√	
Are there high expectations of all pupils?	√	
Do staff seek to remove all barriers to learning and participation?	√	

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Section 2: Is Highfield Primary School designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities, classrooms, hall, library and playground - allow access for all pupils?		ICT suite is upstairs but laptops in classes
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?		Not upstairs
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		Could use more signage
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		No visual alarms
Are non-visual guides used to assist people to use buildings including lists with tactile buttons?		✓
<p>Could any of the décor or signage be considered to be confusing or disorientating for pupils with disabilities, with visual impairment, autism or epilepsy?</p> <p>* There are visual timetables in all classes and visual signs around the school e.g. in toilet areas and by washbasins. Some labels around the school are in Braille.</p>	✓ *	
Are areas to which pupils have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment? Advice is taken from Haringey Hearing Impaired Team re the classrooms that would be best for pupils with a hearing impairment to learn in. These are considered on an individual basis.	✓	
<p>Is furniture and equipment selected, adjusted and located appropriately?</p> <p>There is a retreat tent in the Thinking Room where the learning mentors are based.</p> <p>The Dali Class on the downstairs corridor offers some specialist provision and equipment for pupils with SEND.</p>	✓ but we have no wheelchair users at present	

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Section 3: How does Highfield School deliver materials in other formats?

Question	Yes	No
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	√	
Do we have facilities such as ICT to produce written information in different formats?	√	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities? *The school liaises with outside agencies which have expertise	√ *	