

Accessibility plan

“Together we can achieve more”

Highfield Primary School



Approved by: David Wilson

Date: Sept 2021 [reviewed Sept 2025](#)

SENCO: Cathy Togher

Next review due by: [Sep 30, 2026](#)
Every year

Aims

Highfield Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music and drama
 - Planning out-of-school activities, including all school trips and excursions, so that pupils with disabilities can participate
 - Setting admissions policy and criteria which do not discriminate against pupils with disabilities or treat them unfairly
 - Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
 - Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- Providing information for pupils with disabilities in a form which is user friendly
 - Using language which does not offend and making staff and making pupils aware of the importance of appropriate language at all times
 - Examining our library and reading books to ensure that there are examples of positive images of disabled people
 - Adhering to the school's Race and Equal Opportunities statement that we celebrate the richness and diversity that our pupils represent; and promoting a positive approach to multi-lingual, multi-faith society regardless of race, class, faith, disability, age, gender or sexual orientation.

The definition of disability is:

"A person suffers a disability if s/he has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities."

Physical or mental impairments can include sensory impairments (such as those affecting sight or hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise:

- Our duty under the Disability Discrimination Act ('95) as amended by the Special Educational Needs and Disability Act (2001)

"From September 2002, it will be unlawful for Schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services*"

* Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education. In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through a statement/EHCP of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

- Schools and Local Authorities must:
 - Not treat pupils with disabilities less favourably; and
 - Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- That Local Education Authority and School governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

Increase the extent to which pupils with disabilities can participate in the school's curriculum

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all pupils with disabilities although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

Improving the delivery of information to pupils with disabilities

This part of the duty covers planning to make information normally provided by the school in writing to its pupils - such as handouts, timetables, textbooks, information about school events - available to pupils with disabilities. This will include alternative formats such as Braille, audio recordings using ipads and chromebooks and large print and also the provision of information through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents/carers' preferred formats.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>Long and mid-term planning promotes understanding & tolerance of all (link to British values)</p> <p>Planning shows clear differentiation across the school</p> <p>Suggested targets and outcomes from all specialist agencies are taken into consideration and embedded in planning, SEN child support plans and reasonable adaptations in place throughout the indoor and outdoor environment</p>	<p>Monitoring of planning</p> <p>Regular subject book looks, SLT observations and teacher appraisals</p> <p>EHCP annual review of targeted outcomes, child support plan reviews with parents and pupils</p> <p>Pupil conferencing</p> <p>Pupil/parent questionnaire evidence</p>	H.T, SENCO, SLT, phase leads and the class teachers	Ongoing actions

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Corridor width ● Disabled toilets and changing facilities (lower Ks2 & in Ks1 building) ● Library shelves at accessible height ● Adapted lighting, use of screening on some specific classroom windows to reduce glare 	<p>To ensure that reasonable adaptations have been made to ensure all children can reach their full potential</p>	<p>Pupils requiring application of this policy include</p> <ul style="list-style-type: none"> - Pupils with hearing impairment requiring microphone aid support & ongoing involvement of specialist SALT and outreach teacher - Pupils with type 1 diabetes requiring additional TA support to administer care/model and support learning. Following advice of specialist diabetic team and parents - Pupils with hypermobility and ongoing OT needs requiring adaptation of stairs/writing models - Pupils with Cerebral Palsy requiring 1-1 physio programmes and adaptations - Pupils with autistic/ADHD profiles and sensory needs requiring adaptions such as ear defenders and access to some quieter adjoining work spaces 	<p>SLT, SENCO to coordinate, teachers, SEN TAs medical team</p>	<p>Ongoing actions – child support plans/care plans reviewed on a regular basis with parents</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
			<ul style="list-style-type: none"> - Pupil with epilepsy induced by exposure to light requiring adaptations to classroom/lunch hall & exposure outside - Pupils with emotional needs requiring adaptations including movement breaks & access to our learning mentor, Place2be or MYME counselling 		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Dyslexic friendly presentation of work, use of coloured overlays and differentiation ● Pictorial or symbolic representations e.g. visual timetables & choice boards 	<p>To ensure that adaptations are made to support active listening and early communication for all children (taking into consideration their individual learning profiles)</p>	<p>Regular learning walks, book look monitoring, observations and appraisals</p> <p>Teacher referrals to SENCO, observations and assessments.</p>	SLT monitoring	Ongoing

Other related School policies

Equality for pupils with disabilities is included as an explicit aim in all of the School's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy

- Behaviour Policy
- Admissions policy/criteria
- School Improvement Plan
- School Asset Management Plan
- Policy for School trips and excursions
- SEN policy
- Exclusions

Actions to ensure equality for pupils with disabilities

- We shall undertake a disability audit annually using a checklist. Please see Appendix A.
- As a result of the audit, we shall:
 1. Write an action plan which includes targets
 2. Make the policy and targets known to all teaching and ancillary staff, pupils and parents/carers
 3. Monitor the success of the plan
 4. The plan will be reviewed annually by the Premises Committee of the Governing Body.

Monitoring

Highfield Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged (essentials are in **Bold** type), and that monitoring leads to action planning. We will monitor:

- **Admissions**
- **Attainment**
- **Attendance**
- Punctuality
- Teaching and learning and interventions
- Rewards and sanctions (Time Out)
 - **Exclusions**
- Extra-curricular activities
- Homework and homework clubs
 - Number of pupils participating in any extra programmes outside the school teaching calendar e.g. summer schools
 - **Selection and recruitment of staff**
 - **Governing Body representation**
- Parents/carers attending consultation meetings
 - Parents/carers' involvement in the life of the school (representation on "Friends of Highfield", attendance at parents/carers' evenings, in the classroom, school productions, sports days, fêtes etc)

Governors will monitor how targets have been met in the Annual Audit.

Publications for Guidance

Accessible Schools: Planning to increase access to Schools for disabled pupils	Issued to all Schools in June 2002 (DfES Publications)
Schools' Disability Code of Practice	Disability Rights Commission (DRC)
SEN Code of Practice	DfES
DfES Guidance on Inclusive Schooling	DfES
National Curriculum 2000 Inclusion Statement	DfES
DfEE: Access for disabled people to school buildings (BB91)	The Stationery Office