

Accessibility Plan 2024-2027

Highwood Primary School



This policy was written in:

March 2024

It was ratified by the Governing Body on:

26 March 2024

The policy is due for review in:

March 2027

Background

Under the Equality Act 2010 schools should have an Accessibility Plan. 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".

According to the Equality Act 2010 a person has 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.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Highwood Primary School the Plan will be monitored by the Executive Headteacher and evaluated by the Governors.

Our Values

At Highwood Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning.

We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We are committed to ensuring equality of opportunity for all, regardless of racial, ethnic, cultural, disability, sexual orientation or religious background. (Equalities)

At Highwood Primary School, every learner is entitled to benefit from a rich, varied, challenging and inspiring curriculum which takes account of their individual starting points and enables them to reach their full potential. (SEND policy)

Aims

The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school].

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Highwood Access Audit

The school has two buildings, a two storey house, a hall with classrooms attached and two demountable classrooms. Some entrances to the buildings have steps but alternative access is available. Doors to classrooms are flat or ramped and all have wide doors fitted. The school house has a disabled toilet, fitted with a handrail and a pull emergency cord, there are also disabled toilet facilities available in the demountable classrooms. The school does not have any dedicated visitor parking apart from a designated Disabled Visitor Space. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

ACTION PLAN 2024-2027

Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary.

- 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
- The curriculum is reviewed to make sure it meets the needs of all pupil
- Educational visits are planned so that pupils with disabilities can participate fully

ACTIONS:

1. Additional space required to meet the increasing sensory needs of some of our pupils.
2. Additional resources needed to set up gym trail to support those with physical needs

Improve and maintain access to the physical environment:

- Ramp access to classrooms
- One disabled parking bay
- Disabled toilet in school house
- Disabled toilet in one of the demountable
- Path to access school hall, avoiding steps

ACTIONS:

3. To carry out a feasibility study into providing changing facilities in our building as limited space available.
4. To carry out a feasibility study into improving access to disabled toilet in the school house.

Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities:

- Visual timetables in all classes
- Large print resources as needed
- Displays around the school include photographs
- Key information is given verbally to parents who may need this.
- Staff support parents in completing forms both paper forms and online forms, as needed.

ACTIONS

1. Ensure Induction materials for prospective pupils and parents are equally accessible.
2. For whole school events, ensure parents are aware of the reasonable adjustments we can make so they can access these.

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

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy
- Intimate care Policy

7) 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.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints please refer to school [complaints policy](#).