

Accessibility Plan

This policy was reviewed and updated in January 2017.

The next anticipated review date will be January 2020.



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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 850 pupils, aged 4 to 11. Around 37% 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 Board of Trustees for approval. It is a three year plan that will be reviewed annually by the Inclusion 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 Local Governing Body. 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, Deputy Head for Inclusion and members of the Senior Leadership Team although other individuals 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.

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
To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.	Training sessions delivered through optional training Individual in class support offered	A Hazeldine A Shotter	Jan 17	Ongoing each year	90% of staff will demonstrate an increased level of confidence in meeting the needs of disabled pupils. 100% of NQT's or staff new to the school will understand their responsibilities under the Equalities Act 2010 and the SEN Code of Practice 2015.	Monitored informally every fortnight by SLT. Reviewed termly by AS.
Teachers and T.A.s aware of individual needs and organise their classrooms to promote the participation and independence of all pupils	In the summer term, work with the staff to ensure they understand the individual needs that will be in their new class. Provide opportunities for collaborative	A Hazeldine	May 17 May 18 May 19	Sept 17 Sept 18 Sept 19	100% of staff who have a child with complex needs in their class will understand how to best meet those individual needs and will have put the recommended strategies in place. Throughout the year, 90% of	Monitored by SLT through development sessions

	working with the previous teacher to share strategies and good practice. Ensure all recommended strategies are implemented				strategies suggested by outside agencies will be put in place for a sustained period of time.	
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	A Hazeldine CAT team A Knibbs	May 2017	Dec 2017	At least 90% of teachers and TA's will have an awareness of Autism and will be able to use training in everyday practice.	A Hazeldine
To ensure children with SEN are planned for appropriately with challenge in all lessons and that this is recorded on planning sheets	CPD for staff on sequence of learning, use of planning documents and expectations. Individual CPD for staff working with children with specific or complex needs. Regular monitoring of planning on the system to check level and sequence of learning.	SLT A Hazeldine	Jan 2017	Dec 2017	90% of classes will have appropriate planning for children with SEN including clear, accurate sequence of learning, appropriate pitch and high expectations. In at least 60% of classes learning activities will be practical, and stimulating for children. In at least 90% of classes children with SEN will be taught by both the teacher and TA across the week.	A Shotter SLT S Gulzar
To ensure all children with SEND have the opportunity for peer and self assessment on a regular basis.	CPD for staff on how to use peer and self assessment. Monitor through book scrutiny	SLT A Hazeldine	April 2017	April 2018	85% of children with SEN will have the opportunity to peer and self assess once a week as seen through books.	SLT
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.	A Hazeldine	July 2017	July 2018	90% of classrooms where children with specific complex needs work will be organised appropriately to meet the needs of	A Shotter

	Staff training on organisation of furniture and resources to support all learning styles.	SLT A Hazeldine A Soni	Sept 2018	Dec 2019	the children 85% of classrooms will be organised to ensure all children can participate fully and work independently.	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 a 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 providers are contacted.	A Hazeldine T Taylor	May 2017	Sept 2017 Ongoing each year	AHT for Inclusion will have a good knowledge of the children with additional needs who are joining reception and the support they will need. DHT for Inclusion will have a clear picture of the staffing required to support these children. Reception staff will be able to plan for these children before they start in September.	A Shotter
To finely review the progress of all SEN children	Analyse progress data for children with SEN every term, looking at children making expected progress, better than expected progress or less than expected progress in each year group. Calculate average progress for	A Hazeldine A Shotter	Dec 2016	Termly	AHT for Inclusion and DHT for Inclusion will have a clear understanding of the picture of attainment/progress for children with SEN in the school. They will have a clear action plan to support those with inadequate progress with reviews of interventions planned.	A Shotter P Downes S Gulzar

	each year group. Identify individual pupils causing concern and actions to support these pupils. Calculate the number of children with SEN who are achieved the expected level for their year group.					
To deliver a report about SEN provision and progress to the Board of Trustees.	Complete Local Gov Body report annually.	A Hazeldine	Sept 2017	Annually	Board of Trustees will have a clear picture of the provision for SEN children across school and the impact on progress.	A Shotter A Knibbs

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 be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
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	A Shotter A Turner S Lewis	April 2018	Nov 2019	As much of the building on the ground floor and the external areas of school will be accessible to wheelchair users	A Shotter S Lewis
Accessible access to main entrance	Review the access arrangements for staff, parents, pupils and visitors entering the	A Shotter K Jackman S Lewis	Sept 2018	July 2019	The main entrance of Highfield will be accessible to any stakeholders using a	S Lewis

	school. Make any necessary reasonable adjustments to make the entrance more accessible				wheelchair.	
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	A Shotter S Lewis S O Donnell(PDSS)	Sept 2017	Sept 2018	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	A Shotter
Review disabled toilet facilities	Work with site staff to check that the accessible toilet facility is fit for purpose and in good working order.	A Shotter S Lewis K Jackman	May 2017	Sept 2017 Annual checks	Accessible toilet facility will be in good working order for anyone who needs it.	A Shotter
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.	A Shotter S Lewis P Downes	June 2019	Dec 2019	There will be a legally compliant disabled parking space available at school.	A Shotter
Develop the Inclusion House into a purposeful Inclusion working space.	Audit resources and remove/re-deploy things that are no longer used. Review the purpose of each room and organise the furniture accordingly. Review the use of the kitchen space and consider using as a messy play area for children. Ensure	A Hazeldine A Shotter P Downes	Nov 2016	July 2017	The Inclusion House will be a purposeful learning environment for Smarty group and Intervention groups.	A Shotter P Downes

	Inclusion Team are aware of the expectations around working in the Inclusion House. Plan a space for meetings with Parents and Inclusion Leader work.					
Ensure that the medical needs of all children are met fully within the capability of the school.	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 management plans are completed for all children with complex medical conditions.	A Hazeldine School nurse Medical professionals PDSS - S O'Donnell	Oct 2016	Dec 2017	All children with a medical condition will have an alert card with details of their condition and treatment required including emergency procedures. Asthma records will be up to date. All children with confirmed allergies will have an alert card, allergy badge and a copy of the alert cards will be in the kitchen. All children with complex medical conditions, epilepsy or diabetes will have a management plan written in conjunction with outside agencies who support the child.	A Shotter

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
Availability of written	Investigate software and	D Miah S Heath	Sept 2018	July 2019	25% of written information	A Shotter

material in alternative formats	equipment available to convert written information into alternative formats.	Y Davies			will be available in alternative formats as standard practice. 50% of written information will be presented in alternative formats on request from parents.	
To establish parent support groups for parents of children with complex needs.	<p>Invite all parents of children with SEN to a meeting to introduce new Inclusion Team.</p> <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>	A Hazeldine T Taylor	Nov 2016	Ongoing to Dec 2019	<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>	A Shotter