



Accessibility Plan - 2021-2024

The purpose of this plan is to show how Highweek Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Highweek Primary School is committed to creating an environment that enables full curriculum access that values and includes all pupils, irrespective of any disability or special educational need they may have. The school seeks to create a safe environment where staff, parents and visitors regardless of their physical, sensory, social, spiritual, emotional and cultural needs can gain full access and make a contribution to the life of the school community.

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- 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 school recognises that some disabilities are not immediately apparent. The school is committed to a culture of learning that is based on meeting children's needs. We seek to enable all children to reach their full potential as well educated, happy, well-adjusted and successful adults.

1) Highweek School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a four year period ahead of the next review date.

2) The accessibility plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Highweek School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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4) The Highweek School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -

Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils;

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) Highweek School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following Highweek School policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Emergency Evacuation Procedures
- Equal Opportunities Policy
- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy
- Staff Development Policy

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8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) 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.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governors

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Devon Accessibility Strategy."

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

14) Equality Statement - 'Equality and cohesion will be promoted, in line with our Equality and Cohesion Policy, and this policy will be operated in a non-discriminatory way'

Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table on the following pages sets out how the school will achieve these aims. The plan will be overseen by the SLT, who will delegate tasks as appropriate. It will be discussed regularly at SLT meetings and reviewed by the Interim Governing Body.

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Objective	Aim	Implementation	Actions (including training needs)	Success Criteria	Review Date
To ensure access to the curriculum for all pupils with a disability	Work in all lessons will be appropriately scaffolded to provide access for pupils with a range of learning needs	Provide ongoing training for all staff in QFT	SLT monitor	All teaching is at least good.	July 22
		Develop accurate systems for the identification and assessment of pupils with SEND	The development of improved systems for assessment throughout the school (including use of data from pupil progress meetings)	The school has accurate systems in place for the identification and assessment of pupils with SEND.	
		Ensure appropriate deployment of Support Staff throughout the school	The development of an appropriate induction programme for Support Staff	Support Staff are appropriately deployed at all levels in the school to ensure access to the curriculum and at least expected progress for all pupils Support Staff are appropriately recruited and trained to carry out their roles	
To ensure that the environment is as conducive as possible to facilitate the education of pupils on the Autistic Spectrum	Pupils with ASC are not limited or prevented from learning because the environment has not been thoughtfully planned and organised	Advise Staff on the adjustments they need to make in their lessons to facilitate access for pupils with ASC. This will then be monitored through lesson observations	Continue to liaise with the Communication and Interaction Team to provide training, advice and strategies for staff and parents	The school provides training and a level of support to pupils and staff which ensure that pupils on the autistic spectrum can access the curriculum and enjoy a happy	

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			Ensure that all staff are trained in supporting pupils with ASC to understand that raised anxiety in pupils with ASC can lead to challenging behaviour. Ensure strategies and interventions are put in place to prevent this happening.	and successful school experience at Highweek. The school works collaboratively with parents/carers and other professionals to ensure that where the needs of pupils on the autistic spectrum cannot be met at Highweek that appropriate specialist provision is identified in a timely and efficient manner.	
To ensure that children with disabilities are fully included in all school trips and activities, including residential trips	To put robust systems in place which ensure that an inclusive culture is created whereby all children are included in all aspects of school life	Thorough risk assessments will identify potential additional needs. This will enable reasonable adjustments to be made so that pupils with additional needs can be included	Appropriate training for staff	Highweek is an inclusive school where all children participate equally.	
To ensure that all staff consider themselves to be teachers of children with SEND and will take full responsibility for the progress of pupils with SEND in their classes	All staff will have a basic knowledge of the four areas of need in the SEND Code of Practice and will be equipped with a range of strategies to meet those needs, which they will use in their teaching.	Staff will be trained to a level where they can recognise the ways in which different needs may manifest in school (including behavioural needs). Staff will be equipped with a range of strategies to support children with a range of needs	Training in SEND will be incorporated into an annual cycle of training for all staff.	The progress of pupils with SEND will be at least good.	
		The SENDCo will work in partnership with staff and parents. The SENDCo will be accessible to all staff and parents to provide expertise, training and	Staff will know how to obtain additional help and advice and this will be readily available	The school is inclusive and staff are confident about teaching pupils with a range of needs and disabilities	

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		advice throughout the school year			
		To ensure that all classes have visual timetables and pupils have individual visual timetables, where necessary	All staff will provide visual timetables for the whole class and will provide individual timetables for pupils with ASC & speech and language/ communication needs.	All classes and individuals who need one have an easily accessible visual timetable	
		To ensure that information to parents is provided in an accessible way (including offering help to parents with important documents such as EHCP applications)	Parents need to be canvassed about how they would like to be contacted (i.e. text/e-mail). All written documents to be provided in large print on request	A significant majority of parents express satisfaction about how they are contacted and the level of communication with the school	
Improve and maintain access to the physical environment	To ensure that all areas of the school are fully accessible to pupils, staff and adults with disabilities (this includes physical access to the building, induction loops and making the school a welcoming place for parents who may have a hidden disability - i.e. mental health difficulties)	ACCESS AUDIT (SEE BELOW)			

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Access audit

GENERAL	YES	NO	N/A	ACTION NEEDED/NOTES	
Are pathways and routes logical and well signed? (<i>both internal & external</i>)	x				
Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x				
Do furniture layouts allow easy movement for pupils with disabilities?		x		Class teachers to review the layout of their rooms to ensure access for wheelchair users or those with reduced mobility when needed.	
Are quiet rooms/calming rooms available to children who need this facility?		x		The school has the use of the Brook and the Spring room for pupils who need quiet time.	
GETTING TO THE BUILDING	Yes	No	N/A	ACTION NEEDED	
Are car park spaces reserved for disabled people near the main entrance?	x			If a parent/carer/visitor requires a reserved space-school provide a disabled parking badge from the front office.	
Are there any barriers to easy movement around the site and to the main entrance?	x			There are steps in the corridors with lift accessibility positioned to the side of each set of stairs.	
Are steps needed for access to the main entrance?		x			
Do all those steps have a contrasting colour edging?			x		
If there are steps, is a ramp provided to access the main entrance?			x		
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			x		
Is it possible for a wheelchair user to get through the principal door unaided?	x				
If no, is an alternative wheelchair accessible entrance provided?			x		
INTERNAL FACILITIES	Yes	No	N/A		ACTION NEEDED

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If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?		x		Main entrance has automatic opening doors Second entrance requires staff to hold open
Is the entrance welcoming, calm and friendly?	x			
Do all internal doors allow a wheelchair user to get through unaided		x		Consider replacing internal doors with automatic doors where practically possible.
Do all the corridors have a clear unobstructed width of 1.2m?	x			
Does the block have a wheelchair accessible toilet?	x			
If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?			x	
Is there a continuous handrail on each internal stair flight and landing?			x	
Does the block have a lift that can be used by wheelchair users?			x	
Do you have any other sort of mechanical means provided to move between floors? If yes, please state			x	
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	x			
Is a hearing induction loop available (either fixed or portable) in the school?		x		Consider installation of a hearing induction loop in the main office and venues in the school where concerts and large parent meetings take place
Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		x		



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Signed:.....Chair of Committee

Date of review and adoption by Governing Board:

Date for next review: July 2022

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