

Accessibility Plan

September 2022

Originally written	September 2022
Date of review	
Agreed by	
Signature of Chair of Governors	
Review Cycle	Annually
Date of next review	September 2026

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1. Introduction

The Accessibility Plan sets out the staff and governors' response to the Special Educational Needs and Disability Act which requires that a pupil should not be treated less favourably because of a disability. Close attention is paid to implementation of the Access Plan to ensure inclusion and equality of opportunity for all pupils. From September 2002, it has been unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.

2. Aims

There are three main duties:

- To ensure that pupils with special educational needs and disabilities are treated fairly.
- To make reasonable adjustments to avoid putting pupils with special educational needs and disabilities at a substantial disadvantage
- To prepare accessibility strategies (LAs) and accessibility plans (schools) for increasing over time the accessibility of schools for disabled (the "planning duty").

The duty not to discriminate covers all aspects of school life, including the day to day provision, extra-curricular activities, educational visits, testing and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

This plan will look at the access arrangements in the following 4 areas.

- (a) **Curriculum** – the aim is to increase the extent to which pupils with additional needs can participate in the school curriculum.
- (b) **Physical environment** – the aim is to improve the physical environment of the school so as to increase the extent to which disabled pupils are able to take advantage of the education provided by the school.
- (c) **Information** – the aim is to improve the delivery to disabled pupils of information which is provided for pupils who are not disabled.
- (d) **Access arrangements for testing**- the aim is to ensure pupils with additional needs are able to complete tests and assessments to the best of their ability despite their disability or educational need.

3. Objectives

- (a) **Curriculum** – to ensure that curriculum and other planning takes account of all forms of disability and makes provision for a wide range of needs so that all pupils have access to an excellent academic and social education.
- (b) **Physical environment** – to ensure that, as far as reasonably practicable, needs of pupils with disabilities are met in terms of the physical environment of the school.

(c) **Information** – to ensure that written and other communications with pupils take into account the needs of those with disabilities.

(d) **Access arrangements for assessments and tests**-to ensure support strategies are put in place to allow pupils with additional needs to be able to complete an assessment without being at a disadvantage to their peers.

4. Details of Existing facilities.

Highlees
2 disabled car parking spaces
Level access to the main office and lower level classrooms, with lift access to the classrooms on the first floor. Evacuation Chair available if needed
Dropped kerb access for pupils and adults arriving by car in a wheelchair/using a walking aid
3 disabled toilets
Suitable door width to aid wheelchair access
Suitable handrails for ramps/stairs
Suitable fire exits and allocated personnel that support a disabled person's evacuation via use of disabled lifts, and level access to Assembly points. Evacuation Chair available
Clear corridors ensuring access to the site is not hindered by objects
The use of disabled access taxis or coaches for transport during school trips
Ramps access for certain areas of the school
One vertical lift between ground floor and first floor in KS2

5. Implementation of accessibility arrangements.

General

- In consultation with the Principal and Head of School the SENCo is responsible of making all staff aware of the Accessibility Plan

Curriculum

- Regular meetings with teachers, teaching assistants, the Senior Leadership Team will ensure staff are informed of their roles and responsibilities.
- Access will be enhanced by the effective deployment of staff and by deploying multisensory techniques as appropriate.
- Continuing Professional Development (CPD) will be arranged for staff as appropriate.

- APDRs will highlight ways in which the curriculum will be adapted to support pupils with additional needs.
- The support of outside advisers will be sought as necessary.
- Advice will be provided to staff to ensure that, as far as reasonably practicable, pupils with additional needs have access to all areas of the curriculum
- Advice will be provided to staff on suitable classroom layouts in order to accommodate pupils with additional needs.
- Staff will take account of mobility difficulties when moving pupils around the school
- As far as reasonably practicable, all pupils will have the opportunity to participate in activities and educational visits irrespective of disability.
- All pupils will take part in lessons and projects that educate them on disability
- Audit of current equipment

Physical environment

- The school buildings provide access for pupils with additional needs.
- Emergency evacuation procedures will be in place to provide specific 1:1 supervision of any pupils with additional needs who may have difficulty leaving the building in an emergency.
- Transport to off-site facilities and for educational visits caters for pupils with additional needs.

Information

- Information will be made available in an appropriate form to pupils and prospective pupils who may have difficulty with standard printed information.
- Staff will be provided with training to enable them to use practices and systems developed to assist people with disabilities
- All pupils presenting at school with a physical disability will have a care plan drawn up between Thomas Claxton (SENCO) and the parent prior to, where possible, when they start school.
- For pupils presenting with mental health needs or emotional needs we have designated Learning Mentor to support pupils and their families.
- For pupils who school refuse, we will support parents in getting their child into school through a phone call or home visits where necessary.

Access arrangements for assessments and tests.

- Pupils can be assessed via a writing and reading speed assessment. This will allow for a reader or scribe to be put in used in assessments.
- For pupils with additional needs, support can be put in place that supports the pupil academically but also emotionally, such as completing the test on their own or in their safe place.
- Pupils who have a vision impairment can have access to test papers in braille or larger print.

- Pupils with a learning difficulty can have access to larger print or can have a test paper in a particular colour.

6. Roles and Responsibilities.

Staff Responsibility	<ul style="list-style-type: none"> • Class teachers are responsible for the implementation of advice given by the SEND Coordinator, and outside agencies to support full access to the national curriculum • Attendance for all pupils is monitored daily and, for any pupil whose attendance drops below national expectations, the EWO is involved. • All pupils progress is tracked and analysed to monitor intervention effectiveness • All off site activities must be research thoroughly to ensure disabled access and are risk assessed • All pupils with a physical need, or who may struggle in an emergency must have a personal evacuation plan.
SENCo H&S Officer	<ul style="list-style-type: none"> • Will review, discuss and address any access issues relating to the physical environment and the national curriculum within a set timeframe
Governing Body, SLT	<ul style="list-style-type: none"> • Will review, discuss and address any access issues relating to the physical environment and the national curriculum within a set timeframe • Will ensure disabled pupils and their parents are engaged with any accessibility issues and involved with the resolution of such issues

7. Supporting policies and documentation.

- Accessibility Policy
- SEN Policy
- SEN Code of Practise 2014
- Equality Policy