

# HIGHFIELD PRIMARY SCHOOL

## ACCESSIBILITY PLAN

3 YEAR PERIOD COVERING 2018 - 2021

Adopted by Highfield Primary School Governing Body. To be reviewed by Governors: March 2021

### Introduction

The Disability Discrimination Act definition is broad and includes a wide range of impairments including learning disabilities. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body 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 Governing Body 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 and reviewed as necessary. Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a "substantial" and "long term" negative effect on your ability to do normal activities. Substantial is more than minor or trivial e.g. it takes much longer than it would to complete a daily task like getting dressed. Long term means 12 months or more e.g. a breathing condition that develops as a result of a lung infection. The definition includes: physical, sensory (visual and hearing), learning difficulties and learning disabilities, mental health and well being and long term health conditions?

### The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of Highfield Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents/carers, visitors and governors, whatever their age, disability, gender identity, faith, race, sex, sexual orientation, attainment or background are all treated inclusively.

### Mission Statement

Highfield Primary school lays the foundations for life by offering a rich enjoyable and fulfilling experience for all its pupils. It is characterised by a broad and balanced, creatively delivered curriculum facilitated by high standards in literacy, numeracy and ICT. We offer equality of outcome as well as opportunity. We aim to prepare our children to be citizens of the future - promoting wellbeing through safe, healthy lifestyles and nurturing respect of self and others. Social, emotional, spiritual and cultural development is a priority, ensuring all children feel valued. We are proud of our inclusive ethos. We have a firm commitment to enable all our children to succeed as well rounded individuals. This is underpinned by strong relationships with parents/carers and the community enhanced by experiences beyond our immediate environment. We offer every child the chance to achieve their full potential in a well supported atmosphere that inspires passion for learning and a firm foundation for life - a place where we want to be!

### Context

Highfield Primary School is a successful, high attaining school, serving a mixed area in the north of Leeds. The school currently has 451 children on roll (January 2018). It is a thriving, growing, multicultural school, with half the children coming from white British backgrounds and just under half the children representing a range of minority ethnic groups, the largest group being Indian. Most of these children are either fluent English speakers or advanced bilingual learners. The proportion of children with learning difficulties is below average; the proportion with Education Health and Care Plans is above the national average. Highfield prides itself on its inclusive approach and atmosphere and holds both the Stephen Lawrence Award and Inclusion Charter Mark. A distinctive feature of Highfield is its highly successful integration of children with disability. Highfield meets the core offer of the Extended School's Agenda. We have highly successful and well regarded

wrap around care, an extensive range of after school clubs and activities (Healthy Schools Advanced Award) and a very active parent group who plan an excellent range of community events across the school year.

Most children enter school with levels of attainment broadly in line with those found nationally. These children come from a wide variety of nursery and early child care settings. Good induction and transition links exist between these settings and the reception class staff.

Highfield believes strongly in the importance of sports (Sports Gold Award 2018) the arts and music (Arts Mark Platinum Award 2018) and offers the children a very broad, balanced and creative curriculum with many opportunities for enrichment.

The Disability Discrimination Act definition (see: Introduction, above) is broad and includes a wide range of impairments including learning disabilities. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

## **Action Plan 2018-2021**

The following pages contain our planned actions around three broad themes. Some actions are on-going, included here for information to parents/carers, and to act as prompts in the review process for staff and governors.

## Action Plan 2015-2018

### Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently all children have always been encouraged to attend age related after-school clubs, leisure and cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work. Our key objective in this Accessibility Plan is to continue to reduce and eliminate barriers accessing the curriculum and to ensure full participation in the school community for pupils, and prospective pupils with a disability.

Teachers at Highfield plan and deliver good and outstanding lessons. Teachers' planning is differentiated to take account of the individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout the curriculum areas and are clearly linked to the National Curriculum expectations.

Each year, school leaders develop action plans as part of the overall School Development Plan.

It is the role of the Special Needs and Disability Co-ordinator (SENCo Mrs McVeigh) to deploy Teaching Assistants. She co-ordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and the wider context. The SENCo also co-ordinates advice given by outside agencies and ensures its full implementation. Supporting the SENCo is a team of other professionals including a teacher, Mrs Hargrave, who leads speech and language therapy and a nursery officer, Mrs Wheldale, who co-ordinates all health care plans and training. In addition we have a named governors: for SEND. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes.

target	action	timescale	responsibility	success criteria
Ensure all monitoring (childrens' progress and equality monitoring) and actions are scrutinised and challenged by Governing Body	To evaluate and review this aim and the attainment of pupils annually	Full review and update each summer term	HT Deputy Head SENDCo Governing Body, particularly SEND governor and representatives from pupil support committee	Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is posted on school website
Early identification of pupils who may need additional/different provision	Liaise with parents (May parent welcome event) nursery providers to review potential intakes and check to see if funding has been applied for if required.	Annual Ongoing with EHCP parents as soon as school is approached	Reception teachers SENDCo	The necessary provision is in place e.g. equipment, staffing. The child experiences a smooth transition
Increased skills and confidence of all staff in differentiating the curriculum and fully embracing the social rather than medical model of disability	Be aware of staff training needs and assign CPD accordingly	On-going and as required	HT and SENDCo	Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation
Support children with mental health needs	School Improvement Plan priority two 2018/19 SIP PSHE focus and Mind mate lessons incorporated into scheme of work	One year	HT and PSHE lead Prianca Das	Actions in SIP completed. Provision for children with mental health needs is strong.

Collaboration between all key personnel including families	Maintain close liaison with families and outside agencies for pupils with on-going health needs e.g. children with severe asthma, epilepsy or mobility issues	On-going	HT SENDCo Teachers (Mrs Hargrave medical lead) teaching assistants Nursery Nurse (first aid and medical co-ordinator) Outside Agencies	Clear, collaborative working approach
Raise attainment and narrow any gaps in attainment that may exist	Monitor attainment of all pupils with SEN and disability during pupil progress meetings and regular liaison with parents. Termly monitoring by HT DHT and SENDCo	On-going	HT Assessment lead Deputy HT SENCo Teachers Parents	Progress made towards (small step files) targets Assessment shows clear steps and progress made
Opportunities for children to see positive disabled role models	Visitors into school. Continued purchase of materials which portray positive images of people with disabilities	On-going	Literacy co-ordinator SENCo Additional reading scheme books 2018/19	Library and reading scheme stock reflects people with disability
Raised awareness of disability issues, including harassment	Review new curriculum with this in mind Healthy schools re-accreditation 2019 SEMH action to review behaviour policy, and PSHE scheme of work	SEND governor audit to see how people with disability are included in each year groups curriculum 2019	SEND governor	Planning and website
Raise attainment and narrow any gaps	Additional speech therapy, or other relevant therapies, to support children. Nursery officer role in supporting language development is evaluated for impact.	ongoing	HT Deputy HT Assistant HT SLT lead	Attainment is in line with other groups in school

**Aim 2: To improve access to the physical environment**

There is a wide range of equipment and resources available for day to day use. To meet individual, specific needs. We meet and consult with parents, advisors and other agencies and make reasonable adjustments to ensure our environment is fully accessible.

target	action	timescale	responsibility	success criteria
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this aim and the attainment and progress of all pupils	Termly, with full review and update Autumn term	HT Deputy HT SENCo Governing Body, particularly Resources sub-committee	Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website
Physical environment of school remains attractive and engaging for all	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access (ramp to Reception 2017) ramps to Year 1, school club and toilet access bars September 2014 and September 2015), lighting (change lighting in Year 1 July 2015), Storage of visual impaired equipment – set up in small library between Year 5 classrooms (July 2015), a playground which offers a variety of activities and quiet spaces. Accessible allotment (2018)	On-going	Senior leaders School Business Manager	Enabling needs to be met, making reasonable adjustments.  All children and parents with disability can safely access all areas of school  Children with disability can access all areas of the playground and field safely
Awareness of access needs of pupils, staff, governors, parent/carers and visitors with disabilities	Improve accessibility from car park to school	Budget for improved ramp and gate	Senior leaders School Business Manager	Reasonable adjustments to meet needs

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Pupils with medical needs are fully supported	Provide training in use of Epi-Pen and safe storage and administering of medicines (for qualified first aiders) All Health plans are in place and reviewed annually Medical policy reviewed annually by governing body. Office liaise with catering regarding medical dietary needs and support menu planning.	Annual and as needed Ongoing	HT and Jane Wheldale  HT and Jane Wheldale  Full governing body and medical governor.  Office staff	Relevant staff training
All pupils, staff and visitors with mobility issues can be safely evacuated. When we have visitors to school, reception should routinely ask if they require any specific assistance in the event of emergency evacuation, if yes they need to record where they will be and who will provide help	All personal emergency evacuation plans (PEEPS) are in place and up-to-date, and all staff are aware Update the Fire Management Policy to ensure adequate strategy for assisting pupils/visitors and staff who have disabilities to evacuate	On-going and PEEPS are handed over to new teachers at transition meetings in July	SENDCo	In place Successful fire drills
All educational visits to be accessible to all	Thorough planning and meetings with parents. Advance visits to ensure each new venue is vetted for appropriateness.	As required	Educational Visits Coordinator Gareth Potter HT SENCo School Business Manager	EVOLVE form and risk assessments are completed. All pupils in school able to access all educational visits and take part in a range of activities

**Aim 3: To improve communication**

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion, simplified and modified language, symbols on work and pre-printed/pictorial explanation of work.

We want to include actions to engage more of our parents/carers. Currently, we share information with parents/carers through: letters, noticeboards, newsletters, and website.

target	action	timescale	responsibility	success criteria
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this aim and the attainment of pupils annually	Annually	HT SENCo Governing Body, particularly SEN governor and Teaching, Learning and Pupil Support sub committee	Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website
<b>Pupils:</b> All pupils and staff are fully aware of the definition of disability and examples	Review new curriculum with this in mind PSHE review SIP 2018/19 ensure part of scheme of work	By Autumn 2019	HT TLRs in each key stage Staff governor monitoring new amended curriculum 2015	Reviewed curriculum in place Long term planning and medium plans
<b>Pupils:</b> Reviews of children with SEND are as accessible as possible	School to take part in Mt Health My School survey from 2017/18	Summer term each year	SENCo and HT  SEND governor and parent	Revised processes in place Positive feedback from parents and pupils. Parents receive copy of report.
<b>Parents:</b> Parents of children with SEND are kept well informed of their child's progress	Two parents evenings each year plus one Review meeting in spring term. meetings for parents when new agencies are involved (SLT SENIT EP STARS Nursing team etc.)	Termly  on-going	SENCo Teachers  Anne Hargrave co-ordinates medical and SLT meetings	Parents have a good understanding of the progress their child is making and their targets
<b>Parents:</b> Gather information about new parents; accessibility as well as other needs i.e .English not first language or need a signer at the parents evening.	Amend admission form and arrangements to include question about accessibility needs of parents/carers and make necessary provision	Ongoing	Early years lead	Completed forms

