

Highfield Farm Primary School

Part of the James Montgomery Academy Trust



Accessibility Policy and Plan

2025-28

Date written: **October 2025**

2025-26 Review Date:

2026-27 Review Date:

2027-28 Review Date:

School Accessibility Plan

At Highfield Farm Primary School, our vision for children with Special Educational Needs and Disabilities (SEND) is the same as for all our pupils: that they feel safe, happy, healthy and confident, and that they achieve their full potential as part of a thriving, inclusive school community where everyone is welcomed, belongs and feels valued.

We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness and inclusion.

We aim to ensure that all children with SEND have a full range of support and opportunities available to them and are provided with opportunities to maximise their goals, aspirations and preparation for life.

Principles

Compliance with the Equality Act 2010 is consistent with our school vision, values and associated SEND and Equality policies.

It is important through regular training that all of our staff recognise their role under the Equality Act 2010:

- Not to discriminate against disabled children in our admissions, suspensions and exclusions, and provision of education and associated services.
- To treat all children, including those with SEND in an equal way, taking all reasonable steps to do this.

The purpose of this plan is to show how our school intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that anyone visiting or attending our school with SEND can take full advantage of their education and any other opportunities.

The Accessibility Plan will contain relevant actions to improve 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. It will look to increase access to the curriculum for children with SEND, expanding the curriculum as necessary to ensure that children with SEND are prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities and school visits.

It also covers the provision of specialist aids and equipment, which may assist children in accessing the curriculum. It will look to improve the delivery of written information to children, staff, parents and visitors with SEND. Examples might include letters and information about the school and school events. This information should be made available in various preferred formats within a reasonable time frame. Where an interpreter is required, we will contact relevant agencies to support us with this.

Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis. We acknowledge that there is a need to continually raise staff awareness and offer training for staff and members of the Local Advisory Board in the matter of disability discrimination.

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

- Our Curriculum Offer
- Equal Strategy Statement
- Equality, Diversity and Inclusion Policy
- Health and Safety
- SEND Information Report/Video and SEND on a page document
- SEND Policy
- Supporting Children with Medical Needs Policy
- Administering Medication Policy
- Relationships and Behaviour Management Policy
- School Improvement Plan
- Wider School Information
- Government Guidance: Education for children with disabilities: improving access and quality (2010)

If we are to achieve our vision, we will need to work together with all stakeholders of our school to improve both experiences and outcomes for children with SEND.

Improving curriculum access:

Ensuring access to the curriculum is vital in providing equal opportunities for **all** children.

At Highfield Farm Primary School, we strive to develop effective classroom partnerships by adopting adaptive teaching for all aspects of the curriculum ensuring objectives and outcomes are appropriate for all; this is underpinned by encouraging and supporting the development of independence. School will seek specialist advice within the graduated approach working with Fusion SEND Hub, Trust SEND team, Trust Educational Psychologist and the Local Authority to enable the very best in inclusive practice. Through our targeted approach we will develop a culture of successful inclusive practice.

| Communication and Interaction and Cognition and Learning | | |
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| Intent – what we will do | Implementation – how we will deliver | Impact – what it will look like |
| Promote and engage with the graduated approach to meet children's needs in line with the SEN Code of Practice and Children and Families Act. | Accurate use of the graduated approach by all staff in supporting children's learning needs. Training will be provided where necessary. | Evidence of the graduated approach will be within children's records to show the steps school is taking to best support needs. Children will be making progress against their individual targets and working successfully alongside their peers. |
| Access specialist advice, support and training around a wide range of learning needs and how to support access to the curriculum. | Ensure all staff in school have up to date and relevant training to best support the children. Work with SEND team to create bespoke curriculum content/pathways where needed. | Staff confidence and skillsets will be increased. Children will be effectively supported. Children will access a curriculum that supports their needs, promotes progress, is aspirational and enriches preparation for life skills. |
| Support children's understanding of the spoken word by using visual cues, gestures, symbols, diagrams, Makaton and the written word. Support the organisation of language through visual symbols. | Work with our SEND strategic team and wider partners to ensure the appropriate and consistent resources are used including Clicker, Makaton, Communicate in Print. Where training is needed, this will be accessed in order that there is maximum impact. Alternative arrangements are made for children who find writing to be physically painful or difficult such as different writing implements, lap tops, talk tins, Clicker, Communicate in Print etc. Use of Birmingham Toolkit and Evidence for Learning to promote and provide reflective and personalised approach. | Children will have full access to the curriculum through a well-adapted approach – using a small step approach where this is deemed necessary. Resources will be used consistently with children, adapted where necessary. Children will be making progress with their learning and against any specific SEND targets. Written information will be presented in a format specific to the child's preference/needs. |
| Increase adaptation of activities by presentation, outcome, timing, scaffolding and additional specific resources. | | |

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| Appropriately pitch of questioning and targeted adapted level/pace/amount of teacher input. | Training around the impact of words and language with children will ensure that vocabulary is well-matched to learning. | Through well pitched and appropriately worded questioning, children will be confident in their contributions within lessons and academically working alongside their peer group. Adults working with children will have a thorough understanding of individual SEN needs. |
| Repeat instructions and modify the instruction if required. | | |
| Teach strategies to children that support and promote independence and preparation for life. | Organisation within the classroom will be clear and known to the children. | Children will be independent in accessing resources and materials to support their learning. They will be using alternative forms of recording where this enables them to fully access the curriculum e.g. word mats, Clicker, communication books/boards and assistive technology including Proloquo2go, Grid 3. |
| Provide resources and displays that support and promote independence. | Learning opportunities to develop skills around independence. All resources, including those adapted to support some children will be readily accessible and available. | |
| Identify key vocabulary across the curriculum and teach definitions. | Curriculum planning will have key vocabulary identified. Teacher's will ensure that children have appropriate resourcing and over learning where necessary to ensure they have a secure understanding e.g. adapted knowledge organisers, using Communicate in Print symbols etc. | Children will be able to articulate / record their understanding of key vocabulary across the wider curriculum. Through pupil voice and work scrutiny, this will be evident and shown in either books, Evidence for Learning and other apps. . |
| Use formative and summative assessment information to identify and address underachievement. | Implement the most suitable learning programmes for children. This might be as part of targeted interventions or within whole class settings. Teachers use Birmingham Toolkit to identify precision teaching. | Following monitoring and review of the impact of bespoke programmes, children will be making clear progress across the wider curriculum. Use of Evidence for Learning and Birmingham Toolkit tracker to support monitoring, review and challenge around personal progress and reflective practice. |
| Review curriculum planning to enable staff to deliver high quality teaching in the classroom and a robust graduated approach to need. | Dedicated time given to subject leaders to reflect on the impact of the school curriculum in enabling all children to access it and make measurable steps of progress. Teachers/middle leaders use Birmingham Toolkit to identify precision teaching. | Action plan reviews and evaluations, considering the needs of children. Use of Engagement Profile and curriculum audit to identify and support adaptations. Use of Evidence for Learning and Birmingham Toolkit tracker to support monitoring, review and challenge around personal progress and reflective practice. |

| Sensory and Physical | | | | | | | | | | | | |
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| Intent – what we will do | Implementation – how we will deliver | Impact – what it will look like | | | | | | | | | | |
| <p>Hearing and Visual Impairment: Access support and advice from the LA Hearing / Visual Impairment team.</p> | <p>Staff will follow plans provided / built with external agencies, ensuring full integration of targets within the broad curriculum through use of high-quality teaching and adaptive approaches.</p> | <p>All children with VI or HI will be accessing the broad and balanced curriculum with any necessary adaptations being made. Children will be making progress relevant to their own starting points.</p> | | | | | | | | | | |
| <p>Ensure appropriate adaptations are made to lesson delivery to ensure full access to the curriculum.</p> | | | <p>Work with families to complete the relevant referrals for assessment and support.</p> | <p>Clear and open communication with families will be part of initial referrals and subsequent reviews of progress.</p> | <p>Families will feel well informed about the services supporting their child.</p> | <p>Access relevant training to upskill the staff team.</p> | <p>School will work with the HI and VI team to ensure that all staff receive relevant training to best support children.</p> | <p>Staff have confidence in their skillset. Children are accessing a broad and balanced curriculum and making personal progress. Use of Evidence for Learning to support staff development and to capture child's learning journey and progress towards targets.</p> | <p>Sensory needs: Sensory profiling to ensure appropriate adaptations to the environment and access to appropriate resources.</p> | <p>Clear and open communication with families will be part of using the Rotherham Sensory Toolkit to ensure the appropriate environment and resources are in place. Staff receive relevant training to best support children around sensory profiling and use of sensory toolkit.</p> | <p>Families will feel well informed about the sensory needs and strategies in supporting their child. Staff have confidence in their skillset. Children are accessing a broad and balanced curriculum and making personal progress. Use of Evidence for Learning to support staff development and to capture child's learning journey and progress towards targets.</p> | <p>Access relevant training to upskill the staff team.</p> |
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| <p>Access relevant training to upskill the staff team.</p> | <p>Staff receive relevant training to best support children around sensory profiling and use of sensory toolkit.</p> | <p>Staff have confidence in their skillset. Children are accessing a broad and balanced curriculum and making personal progress. Use of Evidence for Learning to support staff development and to capture child's learning journey and progress towards targets.</p> | | | | | | | | | | |

Social Emotional and Mental Health (SEMH)

| Intent – what we will do | Implementation – how we will deliver | Impact – what it will look like |
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| Identify children who are experiencing social, emotional or mental health difficulties that are impacting upon their ability to access learning. | Use of bespoke assessments (Boxall) will be undertaken to identify children's specific needs and identify the most suitable programmes for them. This might be part of targeted interventions or whole class approaches. | Information to support individual children will be recorded in their one-page profiles / and other SEND information such as SEN support plans and EHCPs. Use of Boxall to create profiles, strategies and use the online toolkit to track progress. |
| Access support, advice and training from primary outreach services. This might include training around: Trauma Informed practice, attachment, therapeutic practices. | Staff will receive appropriate training to build their knowledge and skillsets around supporting children with SEMH. Use of strategies / approaches / resourcing will then be used to support children in the classroom. | Use of Evidence for Learning to capture progress and support staff and other professionals to reflect on practice. |
| Offer targeted CPD to staff in developing their skills and knowledge around social, emotional and mental health needs. | All schools to attend initial Trauma Informed training and SLT to access senior leader training. | All staff working with children will have a thorough understanding of what this support looks like and how it meets needs. |
| Ensure one-page profiles / SEN support plans / extended support plans/ EHCPs are in place, agreed with children and families. | Staff will receive appropriate training around completing SEND documents with a key focus of co-production with child and key adult(s). SENCos and leaders to regularly monitor graduated approach documents via book looks, drop-ins, pupil progress meetings, review meetings etc. | Children will be accessing a broad and balanced curriculum alongside their peers. Families and children will feel well informed around the support being offered. |
| Provide clear transition support / plans as determined by need and agreed with children and families. | Well planned liaison with next class teachers / next schools to ensure that all information regarding children's needs is clear and understood. | Staff will work with children/family will be involved in creating documents. Children will be successful as they move to new classes / schools as a result of effective transition plans / meetings and handover of information. |
| Follow the school's policies relating to behaviour, relationships and SEND. | Ensure that all staff know, understand and adhere to school policies. | Consistent approaches used by staff mean that children are clear of the expectations of them. |

Improving access to the physical environment:

Reasonable adjustments may be needed to ensure equal access to the school environment, including the creation of safe spaces, calming areas and individual workstations. At Highfield Farm Primary School, we access advice and support from external agencies and services to ensure we meet the requirements of the Reasonable Adjustment Duty. We follow the graduated response guidance.

| Communication and Interaction and Cognition and Learning | | |
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| Intent – what we will do | Implementation – how we will deliver | Impact – what it will look like |
| Seek advice and follow recommendations on physical adjustments to the classroom and wider school environment including appropriate seating, lighting, furniture and environments. | Consider the impact of the content, amount of content and colours within school areas/environments. Use a multisensory approach during lessons to maximise access and build on learning. The one-page profile will be completed and areas identified within it used to ensure the curriculum offer for children matches their needs and interests. Use Rotherham Sensory toolkit to create sensory profiles to support the understanding for individual children. | Children will not experience sensory overload as awareness of this has been raised. Classrooms are uncluttered and do not stimulate sensory needs of children. Children will be learning alongside their peers within the classroom, accessing the curriculum and making progress personal to their learning journey. Staff will have good knowledge and understanding around sensory needs. |
| Follow recommendations to meet children's needs such as the use of adapted writing equipment, reading materials, mathematical equipment, height adjusting tables, slant boards etc | Alternative methods for recording content will be available for specific children e.g. Clicker, dictate in Word, talk tins, recordings, photos etc. Resources for children will be provided / made available in all lessons. | Children will feel well supported in all aspects of the curriculum. As a result of well organised and ordered classrooms, children are independent in accessing the resources that they need as these are freely available. |
| Consider the acoustics within the dining hall / main hall especially during busy times such as PE and lunch and make reasonable adjustments for children where necessary to ensure their access and engagement. | Ongoing assessment for each lesson will lead to tailored approaches and use of resources to meet individual needs. Follow recommendations around access to PE in terms of apparatus or organisation of equipment. Follow advice and guidance about access to halls during lunch periods. | Visual timetables are used across school and use consistent symbols. All staff have a thorough understanding of children's needs within the classroom. Systems and reasonable adjustments are in place for lunchtimes, in particular when accessing the dining hall. |

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| Follow recommendations around the use of visual prompts and visual timetables to support children's understanding and building of independence. | All classrooms will use visual timetables with consistent symbols in Communicate in Print, with more bespoke ones in place where necessary for individual children. Consider the background colours of screens / worksheets to reduce visual stress. | |
| Review and make adjustments where necessary around the use of spoken delivery to meet the needs of any children with processing, language or sensory needs. | Avoid asking children to read / explain in front of peers unless they are comfortable to do so. | Children have time to process and volunteer their responses, in turn raising confidence and self-esteem. |
| Provide appropriate space (s) to allow children to focus their attention on learning. | Agree strategies (as part of the one-page profile) when noise becomes too much for individual children. The provision of a quiet room / calm space is available. Children will know the systems and routines to follow should they need to withdraw due to sensory overload. | Children will know where a designated safe space / calm space is located, when they can access and be able to reflect on this impact this has on them. |
| Provide alternative toileting arrangements where necessary. This might include use of the disabled toilet facilities. | Children will understand that they can use different toilet spaces if necessary / if they choose to. They will know exactly where these are and be shown how to access the facilities. | Children feel safe, they can manage their own personal care and have increasing independence. |

| Sensory and Physical | | |
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| Intent – what we will do | Implementation – how we will deliver | Impact – what it will look like |
| Seek advice and support from the occupational therapy team to ensure children with physical needs are able to take part in everyday activities and to be as independent as possible. | Ensure that: All children's coat pegs, drawers and furniture at appropriate heights. Sinks, taps and play equipment to be at a suitable height. The playground is fully accessible. Children have access to specially adapted cutlery / writing / drawing implements, tools / toys. | Relevant changes to the environment will be evident in school and making a positive difference to any children with physical disabilities. Feedback from children, families and external agencies validates the positive impact. |
| In consultation with specific agencies, families and children we will complete risk assessments, handling | Follow all risk assessments, handling plans and moving and handling plans. Seek advice from wider agencies where necessary. | Effective working relationships between school and other agencies ensure that risk assessments / handling plans are up to date and relevant for individual needs. |

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| plans and other personal plans for children specific to their physical needs. | | They are reviewed regularly and any changes made in consultation with children and families. |
| Implement advice / suggested programmes. | Staff training will be undertaken to ensure competence and confidence in delivering any bespoke programmes. | Staff will be confident and upskilled / trained in supporting physical needs of children. |
| Complete relevant assessments to enable access to specialist equipment. | Staff training will be undertaken to ensure that any specialist equipment is used correctly with children, at all times. Risk assessments in place for use of specialised equipment. | Any specialist equipment needed for children is in situ, used effectively and is enabling better access to the school curriculum. Servicing of equipment will take place in line with guidelines to ensure safety is maintained at all times. |
| Access moving and handling training / physio training as needed to best support physical needs. | Support staff to access relevant CPD training and refresher training as needed. | Staff will be confident and upskilled / trained in supporting physical needs of children. |
| Where possible, make adaptations to the environment to support children's care and independence. | Alternative means of access are in place. Any toilet aids are in place. Any obstacles / uneven surfaces are removed or clearly marked. | Any adaptations are having a positive impact on children with physical disabilities and their access to school. |
| Hearing Impairment | | |
| Liaise with the hearing impairment team and take advice regarding the school environment and any adaptations that might be needed. Attend any training relevant to meeting the needs of any children with a hearing impairment. | Appropriate use of soft furnishings, such as curtains, blinds to reduce sound reverberation. Enable access to a quiet learning environment where necessary. Teachers / children to wear radio aids where this has been determined as a need. Position within the classroom planned accordingly to best see and hear the teacher. | Classroom environments are well considered and adapted for children with hearing impairment. Children feel placement within the classroom effectively supports their access to the broad and balanced curriculum. |
| Visual Impairment | | |
| Work with the visual impairment team as part of an audit of the classroom / school environment and implement suggestions. | Respond to any outcomes / changes needed to be made to best meet the needs of any visually impaired children. For example: lighting and shade, colour and contrast, changes in floor surface, obstacles, signage, toilets, outdoor areas. | Classroom environments are well considered and adapted for children with visual impairment. Children feel placement within the classroom effectively supports their access to the broad and balanced curriculum. |
| Attend any training relevant to meeting the needs of any children with a visual impairment. | Application of staff training into practice will ensure children's needs are met within the classroom environment. | Staff will have improved knowledge and skillsets around supporting any children with VI. They will have a clear understanding of individual needs. |

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| | | Children feel they are well supported and confident with their learning within the classroom. |
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Improving the availability of accessible information to children with SEND:

At Highfield Farm Primary School, we understand that we have a duty to ensure that information that is normally presented in written form can be made more accessible by being offered in other formats.

| Intent – what we will do | Implementation – how we will deliver | Impact – what it will look like |
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| Work with children and families regarding best ways and means of effective communication. This will be very bespoke to individual children. | Appropriate and alternative methods of information delivery will be put in place for children and their families for example: <ul style="list-style-type: none"> • Large Print • Braille • Audio • Symbols / Communication tools / aids • Sign Language- BSL and Makaton • Coloured Paper / Overlays • Reduced language | Delivery of school information to children and families with specific difficulties improved. |
| Make available school brochures, school newsletters and other information for parents in alternative formats. | Review all current school publications and promote the availability in different formats for those that require it. | Feedback from families shows improved accessibility. |

Annual Review:

| | Evaluation of the Accessibility Plan | | Any changes needed? |
|----------------|--------------------------------------|--|---------------------|
| 2025-26 | Date: | | |
| 2026-27 | Date: | | |
| 2027-28 | Date: | | |

Document History

Previous versions now deleted from system

| Issue | Author/ Owner | Date Reviewed | Reviewed by | Approved by A&R Committee (date) | Comments/ Changes |
|-------|------------------|---------------|----------------|---|---|
| V1 | JMAT | July 2025 | PRG | 08/07/25 | <ul style="list-style-type: none">• Increased reference to the Graduated Approach.• Governors changed to advisory board members.• Inclusion of the Trust Educational Psychologist.• Inclusion of specific tools including Birmingham Toolkit.• Greater emphasis on the use of Evidence for Learning.• Inclusion of a Sensory Needs Section.• SEMH enhancements. |

Key:

PRG – Policy Review Group

A & R Committee – Audit and Risk Committee