

Accessibility Policy and Plan

Date of Policy review: September 2024

At Highfield Farm Primary School, we are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plans, over time, look to increase the accessibility of provision for all pupils, staff and visitors to the school. 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 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 school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

It will look to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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 for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Curriculum
- Equal Opportunities
- Staff Development
- Health & Safety

- Inclusion
- Behaviour Management
- School Improvement Plan
- School Prospectus and Mission Statement

The Action Plan for physical accessibility is formed in conjunction with the Local Authority Building Manager. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

The school will work in partnership with the local education authority in developing and implementing this plan.

HIGHFIELD FARM PRIMARY SCHOOL ACCESSIBILITY PLAN IMPROVING THE CURRICULUM ACCESS

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Liaise with Hearing and Visual Impaired Service	All staff clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Ongoing involvement as appropriate	Hearing impaired children successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD, Attachment Disorder and other specific learning difficulties.	Relevant staff attends appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with ASD, Attachment are successfully included in all aspects of school life.
Ensure appropriate training for staff who teach children with speech and language difficulties.	Liaise with Sp + L therapist.	All staff clear understanding of the needs of SP + L children and how to ensure the curriculum is fully accessible to them.	Ongoing involvement as appropriate	Sp+L children successfully included in all aspects of school life.
Classrooms are optimally organised to promote the participation and independence of all pupil (within covid restrictions)	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing	All pupils have access to the National Curriculum.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to pupils and parents/carers improved.
Make available 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.	All school information available for all. School information published on school website and updated regularly. Also relevant information shared on social media.	Ongoing	Delivery of school information to parents and the local community improved.
Survey parents/carers on quality of communication.	Annual parents' questionnaire	School is more aware of the opinions of parents and acts on this.	Annually	Parental opinion is surveyed and action taken appropriately.
Electronic methods of reporting to parents are regularly reviewed.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Annually	The school is able to move forward with electronic reporting to parents.

Training for Awareness Raising of Equality Issues.	Provide training for governors, staff, pupils and parents as needed. Discuss perception of issues with staff to determine the current status of school. See also Equality assessment.	Whole school community aware of issues relating to Access.	Ongoing	Community will benefit from a more inclusive environment
Ensure all children on SEN register have appropriate provision in place.	EHCPs are reviewed annually. SSPs and IEPs are reviewed in 10 week blocks.	Provision maps and IEPs are up to date and forms a key part of the planning process for all pupils.	Ongoing	EHCPs/SSPs/IEPs in place to support the needs of individual children.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION