



# Accessibility Plan

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**POLICY CONTROL**

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## 1. Introduction

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 they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Accessibility Plan (hereafter called the Plan) sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- i) to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ii) to increase the extent to which disabled pupils can participate in the school curriculum;
- iii) to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Plan will continue to be developed in consultation with staff and governors of the school and covers the period 2021-2024

## 2. Current Accessibility arrangements

### Admissions

The admission of a child with SEN to our school will depend upon and include:

- (a) referral by the Local Authority;
- (b) parents'/carers full disclosure of the child's disability, enabling the school to plan appropriately;
- (c) parental understanding of the appropriateness of a placement enabling the child to continue their learning;
- (d) the availability of appropriate facilities within our school. These include both physical and curricular provision;
- (e) parental understanding that some educational opportunities which take place off site may not be available or appropriate for some children (may be a rare occurrence);
- (f) agreement about the stage for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education.

## Access to building, classrooms and specialist rooms

In the main, all areas of the school are accessible by all pupils and parents. These areas are:

Areas within building	Features
Main entrance: Lower Site	<p>Accessible via fob for staff and by alerting office staff via the key pad buzzer. Doors are interlocking which ensure children's safety as they are unable to gain access to the outside car park area. All visitors are kept in the holding area until the nature of their business and their identity is verified. Access to the main entrance is flat. There are lowered curbs at regular intervals.</p> <p>There are additional safety gates allowing secure access to the entrance and visitors are permitted entry through a buzzer system.</p>
Upper site entrance	<p>Arrival and departure by pupils who are based at the upper site. Accessible via fob for staff, other visitors use the main entrance at the lower site. Doors are interlocking which ensure children's safety as they are unable to gain access to the outside car park area. Access to this entrance is flat. There are lowered kerbs at regular intervals. Everybody is required to use the path across the front of the building, as are staff from the Adult Centre.</p>
Access between the upper and lower site	<p>Staff can access the upper / lower site using the internal staircase located next to the lower site's main office, although this is discouraged during teaching time, as it may disrupt classes. Pupils are not permitted to use this staircase. Staff, pupils and visitors will access the upper / lower site by going through EYFS's outside area, past the outside of the Adult Centre and down the side of the module staff room building. There is a small incline but is and accessible to all. The gates through this section are fob locked to ensure safety.</p>
Main building	<p>All classrooms and specialist rooms e.g. sensory room have either flat or ramped entrance and exits.</p> <p>There is a single disabled toilet for visitor use, it is within the pool area and is accessible at all times.</p> <p>There are other disabled changing facilities within the school.</p> <p>Butterfly class, the sensory room, softplay, the swimming pool, have H frame hoist tracking. All other rooms have access to a mobile hoist. The hoists are kept charged at fixed charging point within the school.</p> <p>Corridors are wide enough for wheelchair to be used.</p> <p>Doors have low fitted handles*.</p> <p>*Many doors have safety knobs fitted to help keep pupils safe.</p>
Hydrotherapy/swimming pool	<p>All doors and routes are wide enough for wheelchairs.</p> <p>The pool area was fully refurbished in 2013 and provides excellent facilities for children and adults of all abilities.</p> <p>Access to the pool from the exterior door is flat. There is a pool chair disability lift and hoist facilities for pupils with physical disabilities.</p>
Hall and Staff room	<p>Hall is large enough to accommodate pupils and staff and small number of parents for assemblies. Safe numbers have been verified by the LA Health and Safety Advisor.</p>
Playground	<p>Available for all pupils. Access is available without the need to use steps. In summer 2015 raised paving was introduced to the top and bottom of the steps for children with VI</p> <p>In 2014 the field area was opened up to allow children access to a</p>

	<p>grassed play and sports field. The top part of the field is fully accessible for all children however access to the lower part is sloped and wheelchair users need very close adult supervision at all times to access this area. In the event of wet weather this area is not used. There is a roktagon and slides, which are not suitable for pupils with physical disabilities.</p> <p>There is a wheelchair accessible swing available.</p>
Roundabout area	Available for all pupils, including wheelchair users
Mud Kitchen / Garden school/garden classroom and poly tunnel	The top part of garden school, including the polytunnel is available for use by all pupils and has height adjusted potting tables fort access by all pupils. The paths into the polytunnel and through our mud kitchen and garden school have dropped kerbs. There is a stepped bandstand that is not suitable wheelchair users.
Entrance paths	All clear of steps allowing easy access for pupils and parents.
MUGA	Accessible to all pupils and includes access to specialist mobility bikes.

## Evacuation Procedures

**Our Emergency Evacuation Procedure** lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures will be adapted to meet the specific needs of any individuals.

## Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum. Highbury has successfully supported pupils with a range of complex needs - physical, hearing and sight, and learning difficulties of varying degrees.

Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessments are invariably multi disciplinary and carried out within the framework of the school's SEN Policy.

Access to the curriculum is a key issue for consideration at the stage of admission and transition. Pupil's EHC plans are kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's intervention strategies, including:

- Adaptation of teaching materials
- Input from specialist agencies e.g. physiotherapy
- Technological and non-technological enhancements e.g. various communication aids

In constructing class and individual timetable, the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities. Teachers will assess pupil progress termly. The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has a continuing programme of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

## Informal Curriculum

Whilst mindful of any limitations which may be imposed by their disability, pupils at Highbury have always been able to participate in a wide range of activities offered beyond the school environment. This has included

- i) Educational Visits
- ii) Sports
- iii) Music
- iv) Clubs and activities

Where necessary, the suitability of any event and the need for additional support is discussed fully with parents in advance.

## Information for pupils and parents

Parents are routinely involved in reviewing provision for their child. Where possible, pupils will also be involved. Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision.

### **3. The Highbury School Accessibility Plan**

The 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 plan contains relevant and timely actions to:

- Increase access to the curriculum for disabled pupils
- Improve and maintain access to the physical environment of the school adding specialist facilities as necessary
- Improve the delivery of written information to pupils, staff, parents and visitors with a disability

#### **Source materials for the new plan**

The priorities of the plan have been identified using a number of sources including:

- Pupil progress data
- Pupil /parent questionnaires
- Parent Consultations
- Multi-agency meetings
- Health and Safety Inspections
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans/policies/procedures considered within this plan are:

- Equal Opportunities (including Racial Equality) Policy
- Health & Safety
- Emergency Evacuation
- Special Educational Needs/Inclusion Policy
- Discipline Policy

#### **Action Plan**

It is a requirement that the Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

<b>Targets/success criteria</b>	<b>Actions</b>	<b>Timescale</b>	<b>Lead person</b>
1. To increase the extent to which pupils with disabilities can access a curriculum that supports regulation by developing an additional trim trail area and swing at the upper site	<ul style="list-style-type: none"> <li>• Clar existing site</li> <li>• Prepare grounds</li> <li>• Select and install equipment</li> </ul>	<p>Begin ground works summer 2024</p> <p>Complete full installation by Summer 2025</p>	Chris Lowson- site manager

#### **4. Management of the Plan**

- a. The governors will be responsible for:
  - i) the strategic direction of the Plan.
  - ii) obtaining and allocating the funds needed to implement the priorities in the plan.
- b. The Head Teacher will be responsible for the day to day implementation of the Plan
- c. Progress towards achieving targets in the Plan will be reported to the full Governing Body at least once per year.

Parents/Carers may request a copy of the Accessibility Plan from the School Office.

This Plan covers the period September 2021 – July 2024\* Although the action plan will change on an annual basis as the actions identified are short term only