

# HIGHFIELD PRIMARY SCHOOL

## ACCESSIBILITY PLAN

3 YEAR PERIOD COVERING 2015 - 2018

Adopted by Highfield Primary School Governing Body. To be reviewed by Governors: March 2018

### 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 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 454 children on roll (September 2015). 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 reaccredited 2013) 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 the arts and music and offers the children a very broad, balanced and creative curriculum with many opportunities for enrichment.

### **Information from pupil data and school audit**

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 2015-2018**

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 two named governors: for SEND Claire Hills, and medical needs Lisa Henry.

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 SENCo 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 nursery providers to review potential intakes and check to see if funding has been applied for if required.	Annual	Reception teachers SENCo	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 SENCo	Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Install software as and when necessary	On-going and as required	SENCo Computer leaders	Wider use of SEN resources to support learning
Compliance with the Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure	On-going	HT Governing Body	No policy conflicts with principles of equality of opportunities and outcomes for all

Support children with mental health needs	School Improvement Plan priority three 2015/16	One year and then ongoing	HT	Actions in SIP completed. Provision for children with mental health needs is strong.
Collaboration and sharing between schools and families	Maintain close liaison with parents	On-going	HT, Teachers, Teaching Assistants	Clear, collaborative working approach
Collaboration between all key personnel	Maintain close liaison with outside agencies for pupils with on-going health needs e.g. children with severe asthma, epilepsy or mobility issues	On-going	HT SENCo Teachers (Mrs Hargrave medical lead) 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	On-going	HT Assessment lead SENCo Teachers Parents	Progress made towards IEP 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 Mr Beresford SENCo Additional reading scheme books 2016	Library and reading scheme stock reflects people with disability
Review PE curriculum to ensure PE is accessible to all	Teachers co-teach with sports specialist	From September 2014 - 15	PE subject leaders Jim Brassil and Sally Barratt. A new scheme purchased. "Real PE" is a fully inclusive scheme of work which meets the needs of children with disability. Specialist equipment purchased to support children with disability accessing the scheme. Whole staff training delivered and lessons observed 2015	All to have access to PE and be able to excel
Opportunities for children to see positive role models with disabilities, and creative ways to adapt sports to meet different needs	Work with cluster sports partnership - one-off sports events for those with disabilities	On-going	PE subject leaders SB JB. Website used to celebrate such opportunities.	Positive attitudes towards those with disabilities and towards principles of inclusion
Raised awareness of disability issues, including harassment	Review new curriculum with this in mind	Jan 2016 SEND governor audit to see how people with disability are included in each year groups curriculum	SEND governor CH	Planning

Raise attainment and narrow any gaps	Additional speech therapy, or other relevant therapies, to support children. Monitor and report attainment of this group to governing body	Additional budget commitment  S Woodward report to governors	HT Assistant HT	Attainment is in line with other groups in school
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**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 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 (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.	On-going  Summer 2015	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	Create access arrangements for individuals with disability when required. Be aware of staff, governors' and parents' access needs and meet as appropriate.	Induction and transition meeting for new staff and children.	Senior leaders School Business Manager Reception staff SENCo	Needs are met

	Walking bus each day supports accessibility. Car park extension with wider space for disabled parking			
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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.	Annual  Annual and as needed  Autumn 2015	HT and Jane Wheldale  HT and Jane Wheldale  Full governing body and medical governor.	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	SENCo	In place Successful fire drills
Layout of school allows access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign (New hall extension 2016)	As required	HT School Business Manager	Any work carried out meets criteria set out by any experts consulted
All educational visits to be accessible to all	Thorough planning, including 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

Improve access for visually impaired people	Result of a VI audit - Paint yellow strip marks on step edges around school and widen walk path near office area.	2014 -15  October 2015	School Business Manager	Work carried out
Informed decisions are made with regard to accessibility	Health and Safety audits are carried out with additional consideration of accessibility	Weekly walks and checks (business manager) Daily checks (superintendent) Termly with Safety rangers Annual with governor	School Business Manager, superintendent HT Safety Rangers Health and Safety governor	

**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 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	By Autumn 2015	HT TLRs in each key stage Staff governor monitoring new amended curriculum 2015	School Council review 2015-16 New curriculum in place Long term planning and medium plans
<b>Pupils:</b> Reviews of children with SEND are as accessible as possible	Implement new EHC Plans Questionnaire to parents regarding SEND review meetings (Spring first half). Review questions does the questionnaire have a catch all question which asks if the child has any additional needs so it recognizes that each child has multiple identities and not just disability i.e. may have faith needs, gender dysphoria etc? Review child's participation questionnaire	2015 – 2017  Summer 2015  Autumn 2015	SENCo and HT  SEND governor and parent	Revised processes in place Positive feedback from parents and pupils. Parents receive copy of report.
<b>Pupils:</b> Pupils are actively involved in their personalised learning	Pupils with their parents/carers attend annual review meetings	From January 2016	SENCo	Pupil's voice plays a significant role in reviews
<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. Improve reports to parents and booklet explaining changes in curriculum and assessments Where required additional meetings for parents when new agencies are involved (SLT SENIT EP STARS Nursing team etc.)	Termly  Summer 2015  on-going	SENCo Teachers  Assessment lead Sharon Woodward  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 ie 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	Summer 2015 Annual May welcome evening for all new parents	Early years lead	Completed forms
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