

Accessibility Plan



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1. AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- increase the extent to which pupils with disabilities can participate in the curriculum
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.



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VISION AND VALUES

Together we are nurturing the citizens of today, the leaders of tomorrow. We are doing this as educators, parents, and governors by fostering a love of learning regardless of the subject, discipline or activity. This allows each child to unlock their potential, achieve success, celebrate their talents and, ultimately, to lead successful lives and become positive role models in society.

(Headteacher Welcome)

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Public Sector Equality Duty (PSED) is a legal obligation imposed on public authorities and certain other organizations in the United Kingdom, as outlined in the Equality Act 2010. Its primary purpose is to promote equality and prevent discrimination in the provision of public services and the functions of public authorities. The PSED is a proactive approach to advancing equality and diversity in the public sector.

What do we mean by Equality?

At Highfield Primary School we understand equality to mean treating everyone fairly and with dignity and by valuing their individual characteristics such as their age, disability, gender identity, race, sex, religion, belief, sexual orientation and socio-economic circumstances or any other visible or non-visible difference. We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways: through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment (including in relation to employment) through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently. Therefore, achieving equality of outcome requires the removal of discriminatory barriers, and the recognition that the allocation and distribution of resources cannot always be distributed equally if we are to live up to our commitment to everyone being able to achieve their full potential whilst at Highfield Primary School.

School Context

Highfield Primary School is a successful, high attaining school serving a mixed area in the north of Leeds. The school has 423 children on roll at the time of publication of this document. It is a thriving, growing, multicultural school, with just under half the children coming from white British backgrounds and just over half the children representing a range of minority ethnic groups, the largest group being Indian. Most of our children are fluent English speakers with 41% speaking English as an additional



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language. Of those children identifying as EAL, Chinese (Cantonese) is the most common first language followed by Telugu and Urdu. There are 28 different languages spoken in our school, 17 ethnic groups and families from countries across the globe creating a rich tapestry of culture and vibrancy upon which we thrive. The proportion of children with learning difficulties and with EHC Plans is below 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 visual impairment and autism. Highfield meets the core offer of the Extended School's Agenda. We have highly successful and well regarded wraparound care, an extensive range of after school clubs and activities (Healthy Schools Advanced Award reaccredited 2023) and very active parent groups 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 childcare settings. Strong induction and transition links exist between these settings and the reception class staff. Highfield believes strongly in the importance of sport (Sports Mark Gold) the arts and music (Art Mark Platinum Gold Award) and offers the children a very broad, balanced and creative curriculum with many opportunities for enrichment.

The plan will be made available online on the school website and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school the complaints procedure sets out the process for raising these concerns.

2. LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison to a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



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3. ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

3a. Improve and maintain access to the physical environment				
Target	Strategies	Timescale	Persons responsible	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> ▪ Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') ▪ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process ▪ Ensure staff and governors can access areas of school used for meetings ▪ Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school ▪ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired ▪ Communication in print around school to help children's understanding and visual recognition. 	As required	Headteacher, Business Manager, Site Manager, SENDCo	<ul style="list-style-type: none"> ▪ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. ▪ All staff & governors are confident that their needs are met. ▪ Continuously monitored to ensure any new needs arising are met. ▪ Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change
To ensure all children can access enrichment opportunities such as residential trips	<ul style="list-style-type: none"> ▪ Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required. 	On going	Curriculum Leader, HT, DHT, SENDCo	<ul style="list-style-type: none"> ▪ All children are able to access trips and residentials



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Lunchtime	<ul style="list-style-type: none"> Ensure children who need longer to eat lunch have more time during lunchtime. Installation of the new school dinner check-in system 	Daily		<ul style="list-style-type: none"> All children can access adequate time for lunch All children can access the new check-in system in the dinner hall
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> Daily health and safety checks of the school and its surroundings. Ensure staff are aware of need to keep fire exits clear, particularly areas of infrequent use such as the meeting room. 	Daily	HT, Business Manager, Site Manager	<ul style="list-style-type: none"> All disabled personnel and pupils have safe exits from school.
Whole school evacuation	<ul style="list-style-type: none"> Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed. 	Annually and as new children join the school throughout the year	HT, Business Manager, Site Manager	<ul style="list-style-type: none"> All physically disabled persons can be safely evacuated.
Accessible car parking	<ul style="list-style-type: none"> Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building 	On-going	HT, Business Manager, Site Manager	<ul style="list-style-type: none"> There is a place for disabled members of staff and visitors to park throughout the school day.
Policy approval	<ul style="list-style-type: none"> Medical Policy: Due for review in September 2024 Special Educational Needs and Disabilities Policy: Due for review in November 2024 Safeguarding and Child Protection LA Model Policy: Due for review in September 2024 Health and Safety Policy: Due for Review in February 2025 Children with Health Needs who Cannot Attend School policy: Due for renewal September 2024 	Individually reviewed annually	HT, Governing Body, DSL's, Business Manager, Site Manager, Medical Team	<ul style="list-style-type: none"> All policies up to date and meet the needs of Highfield Primary School



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<p>Pupils with medical needs are fully supported</p>	<p>Updated Medical Policy 2024 approved by governing body Refresher first aid training for all teachers in the school year 2024-25</p> <p>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 plans to be recorded on CPOMS Office liaises with catering regarding medical dietary needs and support menu planning.</p>	<p>Annual approval at Governing Body Every three years</p> <p>Ongoing</p>	<p>HT, SENDCo, Learning Mentor</p>	<ul style="list-style-type: none"> Relevant staff training
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3b. Increase access to and participation within the curriculum				
Target	Strategies	Timescale	Persons responsible	Success Criteria
<p>Ensure all monitoring (children's' progress and equality monitoring) and actions are scrutinised and challenged by the Governing Body</p>	<p>To evaluate and review this aim and the attainment of pupils annually</p>	<p>Full review and update each summer term</p>	<p>Ensure all monitoring (children's' progress and equality monitoring) and actions are scrutinised and challenged by the Governing Body</p>	<p>To evaluate and review this aim and the attainment of pupils annually</p>
<p>Early identification of pupils who may need additional/different provision</p>	<p>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.</p>	<p>Annual</p>	<p>Early identification of pupils who may need additional/different provision</p>	<p>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.</p>



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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	2023-24 The school invested in the Boxhall profile to support the screening of children's mental health, particularly in Reception and KS1. This is to support the existing measures: Year 4 emotional literacy screening and The Story Project delivered by the Learning Mentor.	Two years	HT, Learning Mentor, SENDCo, Deputy SENDCo	Children are identified earlier and support put in place.
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 Learning mentor (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. Monitoring by DHT and SENDCo	On-going	DHT (Assessment lead), HT, SENDCo, 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	Disability in the curriculum support materials. Continued development to increase the profile of disabled role models, as developed in the art curriculum.	In each year group	Curriculum lead	Opportunities for children to see positive disabled role models



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Raise attainment and narrow any gaps	Additional speech therapy, or other relevant therapies, to support children. HLTA role in supporting language development is evaluated for impact.	ongoing	HT, SALT Lead, Speech & Language key worker	Raise attainment and narrow any gaps
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	<p>Audit Staff strengths/gaps in knowledge.</p> <p>Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc</p> <p>TA training on adapting lessons for their 1:1 pupils.</p> <p>Staff meetings addressing inclusive practice and SEND procedures.</p> <p>SENDCO to do 1:1 sessions with teachers</p>	Currently on-going	SENDCo	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum continues to broaden and increase in effectiveness.
To ensure that the medical needs of all pupils are met fully within the capability of the school	<p>To liaise with parents</p> <p>To liaise with external agencies</p> <p>Make relevant referrals to external agencies</p> <p>To identify training needs</p>	ongoing	SENDCo, Learning Mentor, Class teachers	Children have appropriate equipment and resources which supports their learning and remove barriers to learning

3c. Increase communication between all stakeholders

Target	Strategies	Timescale	Persons responsible	Success Criteria
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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 SENDCo 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
Pupils: All pupils and staff are fully aware of the definition of disability and examples	Continued development of Disability in the arts curriculum from Reception to Year 6 and development in other curriculum areas	Summer 2025	HT Curriculum TLR Approved by governing body	Reviewed curriculum in place Long term planning and medium plans
Pupils: Reviews of children with SEND are as accessible as possible	SEND children annual questionnaires	Spring term each year	SENDCo SEND governor and parent	Positive feedback from parents and pupils. Parents receive copy of report.
Parents: 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	SENDCo Teachers Anne Hargrave co-ordinates medical and SLT meetings	Parents have a good understanding of the progress their child is making and their targets



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4. MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the governing board.

Date of last review: April 2024 (TLPS Committee)

Next review date: April 2027

Signed:

M Maiden (Chair of TLPS Committee)

J Feeley (Headteacher)