



High Down Schools

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ACCESSIBILITY PLAN

Signed..... (Chair of Governors)

Signed.....(Executive Headteacher)

Date.....

Next review date: January 2026

Rationale

The purpose of this plan is to make clear High Down Schools' position on improving accessibility for disabled pupils and staff and to outline the schools responsibilities in meeting the requirements around accessibility of: the curriculum, the physical environment and information shared. The Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

This Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010 and covers the period from January 2023 to January 2026.

The Accessibility Plan contains relevant and timely actions 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.
- 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. High Down is committed to making reasonable adjustments to allow disabled pupils to access educational provision. Where buildings cannot be adapted eg the top floor of the two storey building, then classrooms will be moved to accessible accommodation.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

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. Our school vision details an inclusive curriculum and a strong team where everyone feels valued, supported and safe.

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 plan will be made available on the school website and paper copies can be provided on request.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination as well as specific training to assist disabled children.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

Links to other documentation

This documentation should be read in conjunction with the following:

SEND Policy

Health and Safety Policy

Curriculum Policies

High Down Schools' Accessibility Plan 2023-2026

Aim: Improving Curriculum Access

<u>Target</u>	<u>Actions</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Success Criteria</u>
Continued professional development for teachers and LSA's on differentiating the curriculum to ensure that lessons are adapted for all children to access.	Inclusion of opportunities for differentiating the curriculum in CPD training. SENDCOs attend regular training and cascade information. Regular INSET/staff meetings dedicated to SEND CPD	Regular inclusion staff meetings are planned based upon the needs of the staff and children at the school. Tailored support is provided for specific staff to meet the needs of children in their care. All staff attend training as required	Ongoing	The staff are confident in meeting the needs of all children and enabling them to access the curriculum.
Ensure the SEN policy is implemented to meet the requirements of all	Ensure early identification of pupil's individual needs and provide support through differentiation in the classroom, LSA support, SENDCO groups and/or Learning Mentor support as required	All pupil's needs are identified at the earliest opportunity, including liaison with playgroups and nurseries, and provision is made that is in partnership with parents and the pupil to ensure the pupil has the opportunity to access the academic and social life of the school.	Ongoing	Increased and fuller access to the national curriculum.
Effective use of LSA Learning Mentor and SENDCO resources.	Co-ordination through regular meetings and reviews between the SENDCO, Learning Support Mentor and class teachers with LSA's	Individual pupil's needs are supported in class (this may include use of makaton/IT solutions).	Ongoing	Increase in access to the National Curriculum
Ensure that all possible technologies are investigated so as to support the learning for all children.	IT co-ordinator/SENDCo keep abreast of developing technology for potential future use. SENDCo to make sure all current children are catered for	Staff attend networks and other training and cascade information across the school as required.	Ongoing	IT is used to meet the requirements of all pupils needs in order to increase access to the curriculum.
All out-of-school activities, including trips are accessible to all.	Continue to review all out-of-school provision to ensure compliance with legislation and that all reasonable adaptations are made.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Adapt timetables/personnel as necessary	Ongoing	Out of school activities are planned to allow whole school access and meet the needs of the class. Children with disabilities are

	Requirements for SEND to be identified within the completed trip risk assessment and 1:1 support provided as required. Review plans in advance of any visit to ensure the venue would be suitable and accessible for all children.	and include on risk assessment. If venue is unsuitable then consider other options including change of trip to ensure that all children can attend.		able to attend the residential trip.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases as changes occur and as necessary. Ensure resources in classrooms are at an accessible height. Good lighting/seating takes into account individual needs. Additional resources (eg writing slope/pen grips are provided where needed).	Resources are readily available that ensure that all children can access the curriculum.	Ongoing	Children are able to access the curriculum
Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Curriculum resources include examples of people with disabilities	Whole school community aware of issues relating to Access	Ongoing	School is an inclusive environment Children are more informed about inclusion and the needs of others
All children make good progress	Curriculum progress is tracked for all children including those with a disability. PPM sessions with class teacher focuses on interventions and progression	Insight data demonstrates objectives taught/met and pupil progress Provision Map holds IEP information and interventions completed. Specific children will also have an EHCP. All IEPs will be reviewed, at least, three times per year		Children are well supported to make good progress

Aim: Improving Physical Access

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Success Criteria</u>
Classrooms are optimally organised and reviewed for the beginning of the year to promote the participation and independence of all pupils.	Amendments to classrooms or routes through school will be developed prior to the child starting school or moving class in September. Ensure that toilets are accessible for all children.	Children's needs are met within an appropriate environment where possible.	End of summer term in preparation for September annually.	All pupils have access to the national curriculum within an appropriate environment. Provide all children with full access to the toilets so that they can be independent.
School and teachers are aware of the access needs of disabled children and staff in the event of an emergency. This is reviewed on an annual basis.	Teachers to continue to create PEEPS (Personal emergency evacuation plan) access plans for individual disabled pupils. Where disabled staff need a PEEP a plan should be created.	PEEPs are completed and copies provided for H&S lead, SENDCo and class files. Relevant staff should be informed. Staff working with the staff member should be informed.	As required and on an annual basis.	All disabled children and staff working with them are safe and confident in the event of a fire.
Wheelchair users can move around and utilise the site without hindrance.	Maintain existing ramps Light switches, power outlets and emergency alarm buttons to be moved to wheelchair height where appropriate Site manager to ensure that door closures are adjusted so any wheelchair bound person can open them	Wheelchair users are able to access the school site.	Ongoing Ongoing as required and when budget allows	A disabled person, in a wheelchair, can move independently around the site with ease (unless too young &/or their safety would be compromised).
Improve access to school circulation for the visually impaired	Ensure sufficient contrast in paint colour applied door architraves, face and leading edge of doors, walls and skirting boards throughout premises.	Visually impaired children, staff and parents can access the site safely.	Ongoing	A visually impaired person can move around the site with ease.

	Maintain surface and yellow edging paint on external steps Ensure colour-contrasted handrails to both sides of staircases. Maintain colour contrasted stair nosings to all stairs.		Ongoing Ongoing as required and when budget allows	
Improve access to school curriculum for the hearing impaired	Consider acoustics within classroom and add acoustic tiles as required Installation of hearing induction loops in classrooms. Installation of hearing induction loop to reception.	Hearing impaired children can access the curriculum due to improvements made within the physical environment.	Consider and action ready for class moves in September. When budget allows	All pupils have access to the national curriculum within an appropriate environment.
Improve facilities for disabled children and parents	Maintain disabled parking spaces. Maintain emergency call system to Disabled WC/shower room.	Facilities support all children and families.	Ongoing As required	A disabled person can access the site facilities with ease
Parking	Ensure designated parking within a short distance to the school	Offer use of carpark at drop off/collect including where an injury may need a temporary solution	As required	Designated parking spots available which are clearly marked.

Aim: Improving the Delivery of Written Information

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Success Criteria</u>
Availability of written material in alternative formats when requested	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	As required according to pupil need.	Delivery of information to disabled pupils improved Parents and children will be able to access information
Make available school newsletters and other information for parents in alternative formats where this is requested	Inform all parents that alternative formats are available for information on request. Statement on website.	All school information available for all	As required according to need	All parents feel well informed about school life
Improve the delivery of information to children with a disability	Our school uses a range of communication methods to ensure information is accessible including large print resources, pictorial or symbolic representations, Makaton etc Visual timetables are used across the school.	Children feel secure and understand routines and information shared.	As required according to need	Children are able to access the curriculum.
Any parent/carer or visitor with hearing impairments have full access to parent/carer's evenings	Identify which parent/carer may require this service Contact to be made via email or text Short written statements to be provided as required to enable the parent/carer to access the information being shared. Consider seating arrangements to best support the parent/carer	School to make reasonable adjustments to support parent/carers to take an active part in the life of the school	As required according to need	Parent/carer can attend parent/carer's evenings and be updated on their child's progress