



Accessibility Plan 2018-2021

Adopted by
Highfields Academy on

Approved by:	Date: 04/09/2018
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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. Our core aims are to:

A: create a learning environment that everyone is proud of, where they feel safe, valued and happy.

B: recognise, develop and nurture individuals' talents and to help everyone achieve academic, creative, sporting and personal success.

C: provide an inspiring and enriching curriculum, together with a wide range of extra-curricular activities

D: promote the wellbeing of all, including healthy life choices and resilience.

E: promote good citizenship and develop pupils' understanding of their place in the wider community and global community, based on the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, cultures and lifestyles

In order to deliver our values it is critical that we provide access and opportunities for **all** pupils, without discrimination of any kind.

The plan will be made available online on the school website, and paper copies, including large print, 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. We have strong relationships with other agencies and use these to support the staff in meeting the needs of all our pupils and staff.

The school welcomes the views of partnerships and stakeholders in developing and implementing the plan.

If you have any concerns relating to accessibility in school, these should initially be discussed or communicated to the Principal. We are keen to listen to ideas on how we can improve our accessibility. Our school's complaints procedure covers the accessibility plan; this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability or barrier(s) to learning.	<i>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</i>					

	<p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Staff training to ensure that the needs of pupils with disabilities and barriers to learning can be met</i></p>					
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Most library shelves at wheelchair-accessible height</i> 	<p>To ensure that all parts of the school are easily accessible to pupils with physical disabilities.</p> <p>To ensure that all resources are easily accessible to all pupils, including those with physical disabilities.</p>	<p>The school has recently undergone a significant building restructure that has improved access for pupils with physical disabilities. The LAB will conduct a site survey to identify any further areas for improvement</p> <p>The library area has been redesigned so that all fiction books are stored on low level shelving. The next phase will be to ensure that all shelving/bookcases are low level.</p>	<p>LAB</p> <p>SD</p>	<p>July 2019</p> <p>July 2020</p>	<p>All areas of the school to be easily accessible to all pupils.</p> <p>Removal of any high bookshelves in the library area.</p>

Improve the delivery of information to pupils with a disability	Main signage to the school is clearly displayed. The majority of the building's lighting has been upgraded.	To improve access to information for all pupils, including those with disabilities.	Improve lighting in parts of the school that have not been previously upgraded. (including exterior lighting) Review signage around the school.	LAB	July 2020	Easily accessible communication for all.
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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 approved by Local Advisory Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Key: RED: urgent action required

ORANGE: action to be planned for

GREEN: Ideal scenario and long term aims

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey building.	No issues identified.		
Corridor access	The school has just undergone a significant transformation, resulting in a new layout. Wide corridor access now allows easy access to all parts of the building. All new doors are of appropriate width for wheelchair users. Replacing the original doors would improve access further, as would having automatic doors in some areas.	<p>No red issues identified</p> <p>The original doors from the reception entrance to the entrance hall to be replaced with a wider door to match the other new doors.</p> <p>The double doors from the KS2 playground to be replaced with new doors.</p> <p>Automatic doors to be placed at main entrance, the inside entrance (controlled from office), from KS2 yard, and at the end of the corridor.</p>	Simon Dyson	December 2019

Lifts	n/a	n/a	n/a	n/a
Parking bays	The school has a designated parking bay. However, since the development of a new parking area this is not at the closest point to the school.	<p>No red issues identified</p> <p>Relocate the disabled parking bay to the new parking area</p> <p>Increase the number of disabled parking spaces, and parking spaces in general.</p>	Simon Dyson	April 2019
Entrances and Ramps	There is ramp / level access to the main reception, the hall, Foundation Stage classroom, from the KS2 playground to the lobby, and Year 5 and 6 classrooms. All parts of the school are accessible for wheelchair users. There is ramp access to the main entrance of the preschool. Access to the outdoor area in preschool is poor for wheelchair users.	<p>No red issues identified.</p> <p>Access from the rear of the preschool building to the outdoor learning area is poor and would be very challenging for wheelchair users. It is possible to access but this is far from ideal. Ramp access and appropriate groundworks need to be carried out.</p> <p>Ramp access into Y1 and Y2.</p> <p>Ramp access into Y3 and Y4</p> <p>Ramp access into the meeting room.</p> <p>Ramp access to the kitchen</p>	Simon Dyson	December 2019
Toilets	The school has a disabled toilet in the entrance lobby. There are also 2 toilet blocks for pupils, with boys and girls toilets in each. There is a disabled toilet in both girls blocks	<p>No red issues identified.</p> <p>No orange issues identified</p> <p>Redesign of the toilet blocks to enable a disabled toilet to be located in all areas.</p>		

Reception area	The main door to reception is accessible to wheelchair users but this would be improved with automatic doors.	<p>No red issues identified.</p> <p>Ensure that when the signing in system is installed it is located at an appropriate height for disabled users.</p> <p>Automatic doors for the main entrance.</p>	Simon Dyson	January 2019
Internal signage	External signage and internal signage where appropriate meets requirements of DDA	<p>No red issues identified.</p> <p>No red issues identified.</p> <p>When external signs are replaced ensure that a matt finish is used rather than gloss to reduce glare.</p>		
Emergency escape routes	<p>The emergency escape routes from the office/reception area, hall, Foundation area, Y5 and Y6 are all ramped or level. The fire escape routes for Y1, 2, 3 and 4 require a small step down which is possible, but not ideal for wheelchair users.</p> <p>Escape routes are always kept clear.</p>	See entrances and ramps.		
Access to resources	All equipment in classrooms is at an accessible height for all pupils, including wheelchair users.	<p>No red issues identified.</p> <p>Library furniture to be reviewed so that all books are accessible to all pupils, including</p>	Simon Dyson	July 2019

	In the library some of the bookshelves are tall and some books would be inaccessible to wheelchair users	wheelchair users.	Adam Strefford Kate Richards	
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