



Accessibility Plan 2019 - 2022

Introduction

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

He or she has a physical or mental impairment, and
The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The LECC is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

Highgate Primary Academy is committed to providing an accessible environment which values and includes all pupils, staff, Parent/Carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

Highgate Primary Academy will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

The Physical Environment

The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access where appropriate.

Curriculum

The Plan also includes measures to increase access to the curriculum for children with disabilities to

ensure that they are equally prepared for life as children without disabilities. As well as teaching and learning this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary.

Written Information

The Plan also includes measures to improve and make reasonable adjustments to the delivery of written information relating to the school and school events.

The Current Range of Disabilities within Highgate Primary Academy

The school has children with a limited range of disabilities, of which the staff and governors are fully aware. When children enter school with specific disabilities, the school contacts the LA and Trust professionals for assessments, support and guidance for the school and Parent/Carers.

For all children that have medical needs a care protocol is agreed with their Parent/Carers or carers and it is displayed on the Staff room noticeboard and all staff are provided with copies.

We have a few children who have asthma and some children with allergies or food intolerances, some of these are serious and require Epipens to be kept on site.

Highgate has competent First Aiders who hold current First Aid certificates.

All medication is kept in the office, in the classroom or in the First Aid area outside the staffroom. It is kept in a secure place which is easily accessible for First Aiders and staff members. Administration of Medicines consent forms are filled in by Parent/Carers outlining the illness and amount and time of medication. All medication that is given is recorded. Medication is administered at the discretion of the Head Teacher.

Review of the Plan

The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2022

Accessibility Plan

Targets	Strategies	Outcome		Timeframe
Equality & Inclusion				
To ensure that the Accessibility Plan is annually reviewed by LECC	Clerk to the Governors to add to agenda as required.	Plan reviewed. Legislation adhered to.	Principal	Annual
To improve staff awareness of disability issues.	Review training needs. Provide training as necessary or appropriate.	Disability issues are identified and addressed by all staff.	Principal	On-going
To insure all policies, where necessary, consider the implications of disability access	During natural review of policies, consider and include measures to address disability access	Policies are fully inclusive of issues related to disability and reflect current legislation.	Principal Governors	On-going as part of policy review
To ensure pupil receiving treatment from serious medical condition has access to teaching and the curriculum when at home and has minimal risk of contracting infections.	Liaise with parent and hospital outreach to ensure a teaching program is in place. Parent/Carers of other pupils to be reminded to inform school of any illness or infections in their children.	Child continues to access curriculum and recovery is not slowed down by infection from other pupils.	Principal	On-going
Physical Environmnet				

<p>To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the schools physical environment for all.</p>	<p>Audit of accessibility of school buildings and grounds by Governors and existing disabled parent. Suggest actions to be implemented.</p>	<p>Access to all areas will be improved.</p>	<p>Principal Governors</p>	<p>Agenda item for Community and Safeguarding Committee at all meetings.</p>
---	---	--	--------------------------------	--

CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum	Principal SENCO	On-going
To ensure that all children are able to access all out- of-school activities. e.g. clubs, trips, residential visits etc.	A real commitment to inclusion of all children in all activities and events.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Teachers/Trip or activity organiser	On-going
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	All children will be able to work as independently as is possible.	Teacher SENCO	Review as part of IEP review.
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary.	Barriers to success will be reduced as far as possible enabling children to succeed with testing.	Principal Teachers	Annual.

WRITTEN/OTHER INFORMATION				
To ensure that all Parent/Carers and other members of the school community can access necessary information.	Written information will be provided in alternative formats as necessary.	Parent/Carers with particular needs will have the same access to information as any other parent.	ABM Administrator	As necessary.
To ensure that Parent/Carers who are unable to attend school, because of a disability, can access Parent/Carers' evenings.	Staff to hold Parent/Carers' evenings by phone, Skype, Facetime or send home written information.	Parent/Carers with particular needs will be informed of their children's progress.	Principal Teachers	Termly.