



# Accessibility Plan

October 2023

Review: October 2024

## **Accessibility Plan 2023-2024**

### **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 Full Governing Body 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 were 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 currently has children with a 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 and it is displayed in the medical room. Staff are provided with copies.

We have a number of children who have asthma and some children with allergies or food intolerances, some of these are serious and require EpiPens, which are to be kept on site. Highgate has competent First Aiders who hold current First Aid certificates. Annual EpiPen training is also undertaken by staff.

We also have children with a range of physical needs and the school has the equipment necessary to meet the needs of these children such as electronic hoists and changing tables. Staff are trained in the use of this equipment and in the manual handling techniques needed to care for these children.

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 medicine 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.

## Equality and Inclusion

Targets	Strategies	Outcomes	Who	Timeframe
<b>To ensure that the Accessibility Plan is annually reviewed</b>	Plan shared with Governors	Plan reviewed. Legislation adhered to	Principal	Annual
<b>To improve staff awareness of disability issues</b>	Training needs audited. Training provided where necessary	Disability issues identified and addressed by all staff	Principal SENCo	Ongoing
<b>To ensure that policies, where necessary consider the implications of disability access</b>	During reviews of policies, consider and include measures to address disability access	Policies are fully inclusive of issues related to disability and reflect current legislation	Principal	Ongoing
<b>To ensure pupils receiving treatment for serious medical conditions have access to teaching when not in school</b>	Liaise with parents and hospital outreach. Parents/Carers to be reminded to inform school of illness/absence	Child continues to access curriculum	Principal SENCo	Ongoing

## Physical Environment

Targets	Strategies	Outcomes	Who	Timeframe
<b>To ensure that the school buildings and grounds are accessible for all children and adults and provide access to the school's physical environment for all</b>	<p>Audit of accessibility of school buildings and grounds.</p> <p>Check with users how well they feel included, and address any emerging issues.</p>	Access to environment to be improved where needed	Principal SENCo	Ongoing

## Curriculum

Targets	Strategies	Outcomes	Who	Timeframe
<b>To continue the professional development of staff to enable them to meet SEND needs</b>	SENCo to review the needs of children and provide training for staff as needed.	Staff will enable off children to access the curriculum	Principal SENCo	Ongoing
<b>To ensure that all children are able to access out of school activities e.g., Trips, clubs, residential</b>	Commitment to inclusion of all children in all activities and events.	All providers will comply with legislation to ensure the needs of all children are met	Teachers Trip or activity organiser	Ongoing
<b>To provide specialist equipment to promote participation in learning by all pupils</b>	Assess needs of children and ensure equipment is provided e.g. Headphones, pencil grips, slopes, screens	All children will be able to work as independently as possible	SENCo Teachers	Ongoing
<b>To meet the needs of individuals during statutory assessments</b>	Access arrangements to be applied where necessary following assessment of need	Barriers to success will be reduced as far as possible enabling success	Principal Teachers	Annual
<b>Curriculum Adaptations for inclusion rather than</b>	Teachers will be supported by the SENCO to ensure	All learners that are able to, can access/complete	SENCO	

<b>interventions.</b>	curricular adjustments are made where required, and that inclusion strategies are varied and allow full accessibility across the curriculum.	the same curriculum as their peers.	Curriculum Lead T/L Leader Teachers TAs	
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### Written and Other Information

Targets	Strategies	Outcomes	Who	Timeframe
<b>To ensure that all Parents/Carers and other members of the school community can access necessary information</b>	Written information to be provided in alternative formats as necessary e.g. large print.	All parents and carers to have the same access of information	Teachers	As required
<b>To ensure that Parents/Carers who are unable to attend school, because of a disability can access parent consultations</b>	Staff to hold phone consultations or send home written information. Parents also have access to Class Dojo.	All parents and carers to be informed of their children's progress	Teachers	Termly