



Accessibility Plan

1. Title Page

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1A	20/12/2023	First Issue in new format. Update from 2019, updated legal framework, roles and responsibilities.
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Prepared.	H&S Governor	20/12/2023
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Accessibility Plan

3. Statement of Intent

This plan outlines how Higham Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.



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4. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

5. Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.



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The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

6. Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.



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7. Accessibility Plan

The Accessibility Plan will be published on the school website and is available by email, or in an enlarged print version, on request to the Head Teacher.

Target	Actions	Timescale	Who	Success criteria
To keep corridors clear from obstructions.	Corridors are clear and tidy to give ease of access for all pupils and visitors. Ensure all pupils with any form of disability can be safely evacuated in the event of a fire. Create a PEEP for any child with a disability.	Daily Annually; whenever a new child joins the school; when a short-term disability occurs (e.g. broken bone)	All staff Class Teacher SENCO Site Manager Head Teacher	All pupils and visitors are able to access the corridors and fire exits.



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To ensure classrooms are organised to promote participation and independence of all pupils.	Classrooms are organised to give ease of access for all pupils.	daily	Class Teachers	All pupils are able to access all areas of the classroom
To ensure interventions are effective in addressing the needs of individual children.	SENCO to audit current interventions and their success/impact on progress. Provision mapping to show teacher's termly evaluation of interventions and changes made to improve outcomes.	termly	SENCO Class Teachers	Children are making good progress in interventions. Teachers evaluate progress made and this informs future planning for these children.



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To ensure all pupils are able to participate in out-of-school activities.	Ensure offsite visits are checked for suitability, and risk assessments are drawn up.	When necessary	Class Teachers	No pupil is prevented from participating in an out-of-school visit because of disability
To make adaptations to teaching style, use of resources, etc. to maximize the engagement of all pupils.	Seek and follow advice from the LA (e.g. specialist teachers) Adapt classroom as necessary.	daily	Class Teachers TAs SLT	All pupils are able to access the curriculum and make at least good progress
	Identify and use appropriate resources.			
To use support staff effectively to ensure all pupils are able to access the curriculum and make good progress.	Assess pupils' needs and allocate support staff as appropriate.	daily	Class Teachers SLT	Pupils receive appropriate support and make at least good progress



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To take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment.	Seek advice from LA and specialist groups before undertaking future improvements.	When necessary	Site Manager Head Teacher	Future improvements and refurbishments take account of the needs of pupils & visitors with physical difficulties and sensory impairments
To make written information available in a variety of formats as required.	Be aware of the services offered by the LA to provide information in different formats. Provide information in a variety of formats when requested,	ongoing	Office	Parents have access to written information in an appropriate format