

Highters Heath Community School

Accessibility Policy and Action Plan



Rights Respecting Schools' Articles

A23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

A28: Every child has a right to an education.

A29: Education must develop every child's personality, talents and abilities to the full.

Date of policy: June 2023

Date for review: June 2026

Aims

All 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 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 Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it at Highters Heath Community School.

Highters Heath Community 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.

We aim to:

- Be a fully inclusive school where everyone is made to feel valued and included
- Ensure no child experiences discrimination due to their race, gender, religion or disability
- Provide a broad, balanced and challenging curriculum
- Wherever possible, reduce or eliminate barriers to accessing education to ensure full participation in the life of the school
- Ensure that everyone is treated fairly and respectfully.

Definition of Disability

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

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meet this definition are also covered by the Act.

Making ‘reasonable adjustments’

It is our duty to make ‘reasonable adjustments’ to ensure that disabled pupils, staff and visitors are not discriminated against. In schools this means:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

These ‘reasonable adjustments’ therefore, mean that we may treat a disabled person more favourably than a person who is not disabled. We may have to make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent that a person without that disability can.

Environment

Highters Heath Community School is a fully accessible site over one level. There is ramped access to the main entrance and from the junior playground. The main pupil entrances/infant playground entrances are on one level. There is a fully accessible disabled toilet and shower cubicle.

Review of this policy

This policy was written in June 2023

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

It will be approved by the governing body.

Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Curriculum is differentiated for the needs of different learners.</p> <p>Pupils are included in phonics setting up to year 4, and pupils in year 5 and 6 are given additional phonics teaching if required.</p> <p>Movement breaks are included for those who require them.</p> <p>Pupil with a physical disability provided with physiotherapy seating to support working in the classroom.</p> <p>After school sports clubs are open to all children.</p> <p>One Page Profiles are in place for children as required. Visiting teachers are directed to look at these before meeting a class/ group/ child.</p>	<p>To reduce or eliminate barriers which may prevent pupils with a disability from accessing the full curriculum.</p>	<p>Ensure Toolkit Progress Tracker targets are used consistently when planning lessons and learning tasks for pupils with SEND.</p> <p>Ensure recommendations from outside agencies are used to plan the curriculum for relevant pupils.</p> <p>Monitor differentiation of tasks and suitability for learners according to need.</p> <p>Regular monitoring to ensure agreed provision is consistently in place, so that children are provided with the appropriate support to fully participate.</p>	<p>SENDCo</p> <p>Class teachers</p> <p>Outside agencies</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Pupils with SEND are working towards their targets in learning tasks and making appropriate progress towards achieving them.</p> <p>Evidence is seen of recommendations for agency staff in teaching and learning activities.</p> <p>Pupils are accessing learning at the appropriate level for their needs.</p> <p>Pupils are accessing the agreed provision to allow them to fully participate in school life and make progress.</p>

	<p>Pupils are provided with access to the Learning Mentor at key points during the school day if not ready to access learning.</p> <p>Visual timetables are used in all classrooms.</p> <p>Top-up funding is used to purchase additional resources to support access to the curriculum e.g. laptops, specialised coach.</p> <p>Resources have been purchased e.g. Widgeo online, to support access to the curriculum by pupils requiring differentiated learning tasks.</p> <p>Birmingham Language and Literacy Toolkits and Maths Toolkits are used in conjunction with the Toolkit Progress Tracker to track the progress of pupils learning needs.</p> <p>Specialist agencies visit regularly to support staff and pupils e.g. Educational Psychologist, Pupil and School Support, Communication Autism Team, Physical Disabilities Service, School Nurse, Speech and Language</p>		<p>Act on recommendations of Excelsior MAT SEND review.</p> <p>Identify and address training needs of staff to understand and meet the needs of disabled pupils and those with medical needs.</p>		<p>From Summer term 2023 and then ongoing</p> <p>Autumn term 2023</p>	<p>Points have been actioned from the recommendations of the SEND review.</p> <p>Staff knowledge is increased and the outcomes for pupils are improved.</p>
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	<p>Therapist and Occupational Therapist.</p> <p>Use of additional staff to facilitate access to the curriculum for children with a disability.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of individuals as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bay • Fully accessible toilet • Door way widths 	<p>Reduce the barriers to the physical environment which may prevent individuals with a disability from entering/exiting and moving around the building with ease of access</p>	<p>Environment check completed with site manager and Headteacher to identify any areas in need of improvement or repair to support access for those with a disability.</p> <p>The school will take account of the needs of all pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements or refurbishments of the site and premises such as improved access; lighting and colour schemes; accessible fixtures and fittings.</p>	<p>Site manager</p> <p>SENDCo</p> <p>Headteacher</p> <p>Physical Disabilities Support Service & other outside agencies</p> <p>Governing Body</p>	<p>Summer term 2023</p> <p>Ongoing</p>	<p>Clear and safe access around the school.</p> <p>Needs will be met wherever feasibly possible.</p>
<p>Improve the communication of information for pupils, parents, staff</p>	<p>All information about a pupil is shared with the parents or carers e.g. a report from an outside agency.</p>	<p>Reduce the barriers to accessing information from school, around school and on the school website</p>	<p>Special Educational Needs and Disability Report reviewed with stakeholders.</p>	<p>SENDCo</p> <p>Class teachers</p> <p>Office staff</p>	<p>November 2023</p>	<p>SEND Information Report is updated to reflect stakeholders views.</p>

<p>and visitors with a disability</p>	<p>SEND coffee mornings provide information for parents from SENDCo and outside agencies.</p> <p>SENDCo available at parents evenings to join consultations with class teachers or hold separate meetings.</p> <p>New website makes finding information about SEND easier.</p>		<p>Parent consultation appointments for parents of pupils with SEND with SENDCo to take place termly.</p> <p>Monthly SEND parental information sharing sessions to be introduced between parent, class teacher and SENDCo.</p> <p>Provide information in other languages/media when required.</p> <p>Support provided to parents to access information and complete school forms.</p>		<p>June 2023 then ongoing each term</p> <p>July 2023 and then ongoing monthly from September 2023</p> <p>Spring term 2024</p> <p>Autumn term 2023 then ongoing</p>	<p>Parents have access to information about their child through regular contact with both SENDCo and class teacher.</p> <p>All pupils and adults will have access to information in a format they can access and understand.</p>
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