



Highlands

School & Sixth Form

Dare to
flourish

Accessibility policy

Reviewed on	May 2023
Next review	May 2024
Governors committee	School Priorities

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Section 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.

Highlands 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 believe that all students have a right to an education that is suited to their particular needs and abilities. All students will be offered full access to a broad and balanced education.

We have an inclusive ethos at Highlands School which aims to ensure that all students feel valued and that the needs of all students are met.

Section 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.

The plan will be made available online on the school website, and paper copies 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.

Section 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	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>Our school offers differentiated lessons for all pupils who require them.</p> <p>The curriculum is reviewed to ensure it is accessible to all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<ul style="list-style-type: none"> ● Further improve accessibility of resources in the classroom so that the needs of all students are fully met, we will: ● Continue to develop whole school training to promote differentiation. ● Focus on accessibility of the curriculum for lesson observations and learning walks. ● Review PE curriculum to ensure that it is accessible ● Ensure that staff receive relevant training from outside agencies to enable them to support specific pupil needs 	<p>Deputy Headteacher, Pastoral</p> <p>SENCo</p> <p>Head of PE and Assistant Headteacher</p> <p>Deputy Headteacher/ SENCo</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing, as required</p>	<p>Students with access needs make equivalent progress to whole cohort</p> <p>All pupils can fully participate in all PE lessons where possible</p>

	Support staff are deployed to where they are most needed, ensuring that they are used to best effect by teachers and that they have a positive impact on learning.	<ul style="list-style-type: none"> • Ensure LSAs continue to be allocated effectively. • Embed the LSA/Teacher partnership model to facilitate closer working relationships leading to improved outcomes for students. 	SENCo	Ongoing, and depending on need	Students with access needs make equivalent progress to whole cohort
	Providing planned and appropriate support for the specific needs of students making full use of outside support agencies and providing school counseling and mentoring for identified students.	<ul style="list-style-type: none"> • Pastoral meetings are built into the meeting cycle to ensure teams work effectively and are led and managed effectively. • Continue to work with occupational therapy and physiotherapist services in implementing recommended strategies/adjustments. • Provide staff training on specific disabilities, as required. • Ensure modified/enlarged papers are arranged for exams, as appropriate. 	Deputy Headteacher, Pastoral/ SENCo	Ongoing	Improved behaviour. Improved attendance and punctuality
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as far as possible</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets (on all 	<ul style="list-style-type: none"> • The school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the sites and premises, where possible. 	School Manager	Ongoing	No access issues raised or complaints received

	<p>floors)</p> <ul style="list-style-type: none"> ● A disabled toilet suitable for a mobile hoist and other toileting equipment ● A space for physiotherapy to take place ● Most areas of school are well lit ● Lift key available to SEND students who may require to use lifts ● Bleepers are provided for those who are deaf so that they are aware of fire evacuations (Deaf Base to regularly check batteries) ● PEEPs are in place for students using wheelchairs ● An adapted outdoor picnic bench outside is available that a wheelchair can fit underneath 	<ul style="list-style-type: none"> ● Ensure that meeting rooms are available on the ground floor. ● Ensure the contract for maintenance of mobile hoist in medical room is maintained 			
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	<p>In the case of a student who has temporary physical access difficulties due to an injury we also work to minimize the effects of this on access to the school curriculum. Where physical disabilities are permanent, plans will be made with the student, their family and where relevant OTs to ensure the student can access their chosen curriculum fully and these plans will be reviewed termly as a minimum.</p>	<ul style="list-style-type: none"> • Continue to work to minimize the effects of temporary physical difficulties on access to the school by using spaces and staff available with parent/medical consultation. • Relevant staff and students meet to create a plan pre-student returning and all agree the plan, with an occupational therapist to ensure an appropriately paced return. 	<p>School Manager SENCo</p>	<p>Ongoing in consultation with affected students</p>	<p>Attendance and access to site of injured students is not affected.</p>
	<p>Our year 6-7 transition process helps us plan in advance how best to meet the needs of a student who is joining us with a disability.</p>	<ul style="list-style-type: none"> • To continue to meet with the parents of year 6 students to discuss their child's needs and how Highlands School can make reasonable adjustments. 	<p>Head year 7 SENCo</p>	<p>Summer term and ongoing for in-year admissions/ as need arises during the year</p>	<p>Our admissions criteria is applied consistently Students are reviewed on a case by case basis</p>

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Class seating plans ● Student profiles/passports 	<ul style="list-style-type: none"> ● To improve signage around school including visual clues. 	SENCo	ongoing	No concerns raised.
		<ul style="list-style-type: none"> ● Ensure that all school communications use plain English. ● We will seek support from outside agencies to provide information in, symbols, large print or Braille for students, prospective students or parents who have difficulty with standard forms of printed information, as required. 	SENCo	ongoing	Parents/carers will find school communications easy to understand

Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents, available on our website:

Equal opportunities policy

SEND policy

First aid and medical policy