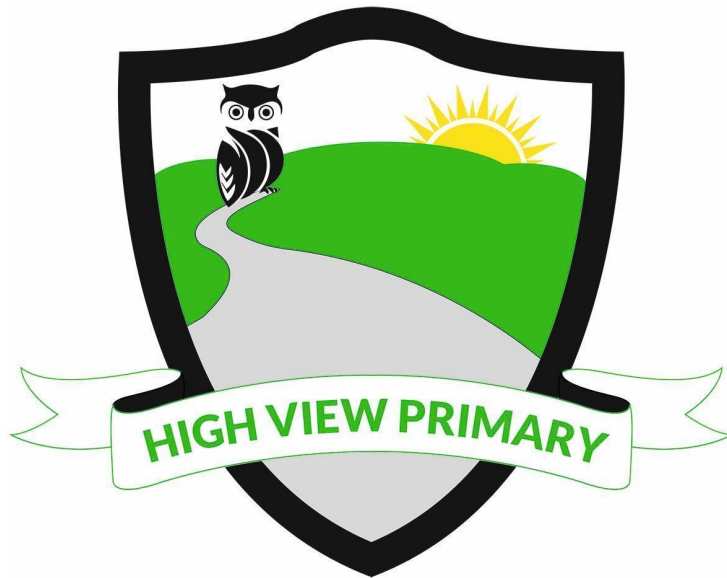

High View Primary School



Opportunities to Thrive

Accessibility Plan

Autumn Term 2023

Date for review: Autumn Term 2026

ACCESSIBILITY PLAN

TABLE OF CONTENTS

1. Aims
2. Legislation and Guidance
3. Contextual Information
4. Range of Disabilities
5. Action Plan
6. Links with Other Policies
7. Monitoring Arrangements
8. Review Framework

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

Our 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.

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. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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.

3. **Contextual Information**

The school is a two-storey building. Most facilities are on the ground floor, including some disabled facilities and toilets. There is one accessible toilet.. There are nappy changing facilities in the Nursery. All areas of the ground floor are accessible to wheelchair users.

4. **Range of Disabilities**

The school has children with a range of disabilities, which include physical difficulties, visual and hearing impairments, speech and language difficulties, emotional, social and behavioural difficulties and moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the appropriate Outside Agencies for assessments, support and guidance for the school and parents. Care Plans and Intimate care plans are also used to ensure that the needs of any child with medical and other issues are met appropriately and with sensitivity.

We have a number of children who require regular medication in school for conditions including asthma and allergies. Medication is stored and administered appropriately according to school policy. We have competent First Aiders and Paediatric First Aiders who hold current First Aid certificates.

Our Special Educational Needs Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

5. Action Plan

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Targets	Strategies	Outcomes	Timeframe	Evaluation
To increase awareness of disability in the community.	To develop curriculum resources to include examples of people with disabilities.	Whole school community to become more aware of a range of disabilities. Children with disabilities are integrated fully into the school community.	September 2024	
To ensure that all areas of the school buildings and grounds are accessible for children and adults alike, and to improve access to the school's physical environment for all	The environment is adapted to the needs of pupils as required.	Alterations made as necessary to improve access to the school environment for individual children with specific needs.	September 2025	
To provide specialist equipment to promote participation in learning by all pupils.	SENCo / Outside Agencies to assess the needs of pupils in each class and provide / recommend appropriate equipment e.g. large print material.	Barriers to learning will be reduced or removed, enabling children to reach their full potential Children will develop independent learning skills.	Reviewed each September according to cohort	

6. **Links with Other Policies**

This accessibility plan is linked to the following policies and documents:

- Special Educational Needs Policy
- Equality Policy
- Behaviour and Anti-Bullying Policy
- Health and Safety Policy
- School Development Plan

7. **Monitoring Arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Chair of Governors and the Head Teacher.

8. **Review Framework**

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

Review Date: Autumn 2026