



Good beginnings never end.

Accessibility Policy

STATUTORY POLICY



Approved by: Governing Body

Date: 16.01.23

Next review due by: 16.01.27

Version Control Sheet:

Date	Summary of Changes Made	Author	Version
30.11.22	Accessibility Plan Re-drafted	Sabine Anker	Re-drafted new version

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

High View 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, and we believe that every child should be treated equitably to have the same opportunities of success.

This may mean treating individuals differently to achieve the same or similar outcomes.

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, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement and articles of association.

Action Plan:

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

Aim	Current good practice, including established practice and practice under development	Objectives, including short, medium and long-term 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 a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>To ensure the curriculum continues to match the individual needs of all pupils.</p> <p>To ensure staff are trained to ensure provision matches the needs of all pupils.</p>	<p>Individual Education Plans created, monitored and reviewed as appropriate</p> <p>Individual Pupil Profiles created, monitored and reviewed as appropriate</p> <p>Ongoing INSET to support staff's skills and knowledge</p>	<p>HT</p> <p>INCo</p> <p>Team Leaders</p> <p>Class teachers</p>	<p>July' 23</p>	<p>All pupils with additional needs make good progress across the school</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Outside access to the school grounds • Access to the school building • Disabled parking bays • Disabled toilets and changing facilities • Edges of steps defined (yellow/white paint) • Outside areas made safe for visually impaired pupils 	<p>To ensure the building and school environment fits the needs of each child enrolled at the school</p>	<p>Where reasonable adapt the school environment to meet the needs of parents/ children dependent on the need</p> <p>Early Years outside area – poles covered with safety fabric</p> <p>Follow recommendations in Environmental audit by Mobility Support advisor for Nursery</p> <p>Repeat Environmental safety audit for Foundation class</p> <p>Access to large print resources through RNIB and other agencies</p>	<p>Business Manager</p> <p>Site Manager</p> <p>INCo</p> <p>EYFS Lead</p>	<p>January'23 and ongoing</p>	<p>All Pupils are safe on school grounds and are able to access all areas for learning and play</p> <p>All parents and pupils feel welcome</p> <p>All parents and pupils have safe access to the school site and building</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Use of Makaton • Visual timetables in classes • Sound systems in all classes 	<p>To ensure that all pupils can access the information they need irrespective of disability</p>	<p>Repeat Environmental safety audit for Foundation class</p> <p>Purchase resources and equipment required to specific needs of individual pupils.</p> <p>Continued staff training on the use of Makaton</p> <p>Access to the outreach support services for physically</p>	<p>HT</p> <p>INCo</p> <p>Team Leaders</p> <p>Class teachers</p>	<p>Ongoing</p>	<p>All pupils are able to access all lesson and fully engage in the life of the school</p>

			impaired children as required Respond to advice given by outside agencies Access training through Livewell Speech and Language Access to large print resources through RNIB and other agencies			
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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 Local Governing Board.

Links with Other Policies:

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives
- Special Educational Needs (SEN) information report