



*Happiness Promotes Success*

# Highfield Primary School

## Accessibility

### Audit & Plan

<b>Approved by:</b>	FGB	<b>Date Approved:</b>	12.10.2023
<b>Last reviewed on:</b>	September 2024	<b>Ratified on:</b>	12.10.2023
<b>Next review due by:</b>	July 2025		

## Aims

Entrance – Disabled doors and flat access into buildings. Nursery does not have a disabled door, but has a double door entrance from playground

Car park entrance – Disabled door with ramp and accessible disabled pad to open the outer door. Door into main building requires a second person to open the door.

Main Reception – Height of entry system accessible for an adult in a wheelchair, buzzer for entry at correct height for all wheelchair users.

Doors into junior classrooms – all flat, wide corridors

Doors into playground from junior classrooms – flat

Access & Exit into years 1, 2 & Rec – No problems with access, step would need small ramp into playground.

Access into toilets in infant building – Possible through doorway. Toilets – adapt with rails and handles would be acceptable for a child with walking frame or one who could walk from wheelchair with support.

Access into toilets in junior building – disabled toilets suitable for adults and children

Access into playground from lobby area near year 1 area – No problem bar already fitted to door.

Access through Music Room – No problem

Exit into year 2 - No problem exit from here into playground.

Access & Exit into car park – No problems, ramp and disabled door.

Access & Exit year 1 – Double doors fit handles. Attach band as hall doors. Exit from Yr 1 to outer area – adaptation to step levelling. Toilet access possible for child with frame or one who could walk from wheelchair.

Access into school office – no problems

Medical room – no problems

Access to toilets in infant build – Ladies not possible. Gents with major work (this would be costly).

Access to toilets in new build - no problems

Access into staffroom – Possible but quite tight to manoeuvre through the doorway. Move furniture.

Through staffroom to kitchen – Possible.

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Exit through kitchen to outside – Step would need levelling or access via hall or staffroom which is flat.

Positioning of future interactive whiteboards should always be considered for visually impaired pupils.

Training for all staff if a child should arrive in the school.

Nursery building is fully accessible due to building regulations.

This audit was completed by Headteacher and Inclusion Leader using a child's wheelchair.

Ms L Corrigan  
Headteacher  
2<sup>nd</sup> September 2024

# Accessibility Plan 2024-2025

## 1. Aims

1. To enable disabled people to access the school buildings.
2. To enable the participation of disabled pupils in the curriculum.
3. To improve written information for disabled people.

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.

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

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.

## 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 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.

### 3. Action plan

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

<b>Actions</b>	<b>Timescale</b>	<b>Outcomes</b>	<b>Responsibility</b>
Increase access to the curriculum for pupils with a disability	Ongoing	Curriculum resources include examples of people with disabilities  The curriculum is reviewed to make sure it meets the needs of all pupils	Headteacher, Deputy Head, SENCo and teachers
Improve and maintain access to the physical environment	July 2025 (children can access via the hall)	To have step free access to all classrooms in the infant building	Headteacher, External agencies
Improve the delivery of information to pupils with a disability to be checked & established	Ongoing as required	To use a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>•Internal signage</li> <li>•Large print resources</li> <li>•Braille</li> <li>•Induction loops</li> <li>•Pictorial or symbolic representations</li> </ul>	Headteacher, Deputy Head, SENCo and teachers

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

## **5. 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
- Supporting pupils with medical conditions policy