

# Highgate Primary School: Accessibility Plan

December 2021

| Improve awareness of Equality and Inclusion  |  |  |  |  |
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| Targets  | Strategies   | Outcome  | Responsibility                               | Timeframe                                    |
| The Accessibility Plan is an annual agenda item at Governors' meetings.                              | Clerk to Governors to circulate this plan plus relevant documents.   | Adherence to current legislation   | Headteacher and SEND Governor                | Reviewed annually                            |
| Review Equalities Policy to ensure school is meeting the needs of all pupils.                        | Review policies with staff and Governors.  | Policies are in line with current legislation.   | Headteacher, Head of Inclusion and Governors | Reviewed annually                            |
| Improved liaison between Highgate Primary School and the Family Centre.                              | <p>The Family Centre has a range of activities available.</p> <p>Good handover documentation about children who access the Family Centre and transfer to Highgate Primary nursery.</p> | <p>All FC courses are accessible for all.</p> <p>School staff are well informed about children with SEND who have been users of the Family Centre.</p> | Head of Family Centre, EYFS Leader           | Reviewed annually                            |
| Improve access to the physical environment   |  |  |  |  |
| Targets  | Strategies   | Outcome  | Responsibility                               | Timeframe                                    |
| Ensure that all areas of the school building and grounds are accessible for all children and adults. | <p>Audit to be carried out of accessibility of school buildings and grounds (see separate document)</p> <p>Regular maintenance checks on lift to first and second floors</p>           | Any modifications needed will be made to the school building and grounds in order to facilitate ease of access for all.                                | Headteacher, Site Manager                    | As required (as per Service Level Agreement) |
| Ensure classrooms are equipped to support hearing impaired pupils                                    | Review sound proofing of classrooms and carry out programme of improvements as required, including sound insulation.   | All areas of the school accessible to HI pupils  | Headteacher, BN Inclusion Lead, Site Manager | Ongoing                                      |
| Ensure fire escape routes are accessible to all  | Regular egress routes checks, and checks on equipment for disabled evacuation  | All staff, pupils and visitors to have safe egress   | Office Manager, Site Manager                 | Regularly as required                        |

| Increase access to the curriculum   |  |   |                                    |             |
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| Targets   | Strategies   | Outcome   | Responsibility                     | Timeframe   |
| Provide training for teachers and support staff on different aspects of SEND, including differentiating the curriculum when required.   | Review the needs of children with specific issues. Monitor staff training requirements on an ongoing basis, and organise relevant CPD, including online training, accordingly  | All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. The school recognises that this is an ongoing process and that needs and expertise will change with time. | SENCo                              | Ongoing     |
| All extra-curricular and out of school activities are planned to ensure the participation of all pupils.  | Review all out of school provision to ensure compliance with legislation.  | All out of school activities will be conducted in an inclusive environment with providers who comply with all current legislative requirements.   | Session leaders and class teachers | Ongoing     |
| Classrooms are optimally organised and all appropriate additional equipment, including ICT equipment, is provided to promote the participation and independence of all pupils and adults alike. | Review and implement a preferred layout of furniture and specialist equipment to support the learning process of all students, with particular emphasis on disabled students.  | Adjustments to accommodate the needs of individual pupils will be made without impacting on the beginning of lessons. Software installed on laptops as needed.  | ICT Subject leader and SENCo       | Ongoing     |
| Access arrangements to meet individual needs for tests etc. will be applied for and support provided when required.   | SENCo will ensure access arrangements are applied for and tests administered appropriately.  | All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.   | SENCo and UKS2 Phase Leader        | Ongoing     |
| Manage Medical Need appropriately.  | <p>Provide a photo board in the staff room to identify children with serious medical conditions.</p> <p>Maintain a list of pupils who have medication in school with information about the medical need and the treatment.</p> <p>Liaise with School Nurse and other health professionals as appropriate.</p> <p>Monitor staff training requirements on an ongoing basis, and organise relevant CPD.</p> | <p>All staff aware of pupils with serious medical conditions.</p> <p>Administering of medication to be in line with LA practice.</p>  | SENCo                              | Ongoing     |
| Ensure all staff are aware of disabled children's access to the curriculum  | <p>Close liaison between parents, SENCo and teaching staff to share information.</p> <p>Information sharing with relevant agencies as required.</p>  | All staff are kept updated of individual children's changing needs.   | SENCo                              | As required |

| Improve the delivery of written information and signage   |  |   |  |           |
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| Targets   | Strategies   | Outcome   | Responsibility   | Timeframe |
| Ensure written material is available for all in alternative formats. This includes the school prospectus, newsletters and other information for parents and carers. | Research services available through the LA for converting written information into alternative formats e.g. large print.                                   | The school will be able to provide written information in different formats as and when required.<br><br>Parents understand key school information.                                     | School Office<br><br>Marketing and Development Officer | Ongoing   |
| Ensure all written material is available in alternative languages.  | EAL staff will provide key information to EAL families.<br><br>Investigate support available through the LA e.g. translators.                              | The school will be able to provide written information in different languages as and when required.   | School Office, Head of Inclusion                       | Ongoing   |
| Continue improving communication for any hearing impaired member of the school community.   | Work closely with staff from Blanche Neville.<br><br>Use appropriate technology to support children who are hearing impaired access all aspects of school. | Pupils, staff and visitors who are hearing impaired will be better able to access information.  | Headteacher, SENCo, BN Inclusion Lead                  | Ongoing   |
| Signage around the school site is clear and helpful to all users.   | Improve signage for all both internally and externally as required.  | Signs in and around school give clear guidance to all children, staff and visitors.   | Headteacher, Site Manager                              | Ongoing   |
| Scrutinise emergency exit procedures.   | Review existing provision.   | Procedures are in place which conform to current Health and Safety policy.  | School Office Manger                                   | Ongoing   |
| Annual Review information to be as accessible as possible   | Use child-friendly proformas and person-centred-planning approach  | SEN children and their families feel included in decision-making processes.<br><br>Staff are aware of their needs and make changes to their written reports/communications accordingly. | SENCo  | Ongoing   |

| Improve interpreter service for parents without English   |  |  |                   |           |
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| Targets   | Strategies   | Outcome  | Responsibility    | Timeframe |
| Ensure parents without English are able to communicate effectively with school staff within meetings. | Develop bank of school-based interpreters. Provide access to LA service where content of meetings is confidential. | The school will be able to hold productive meetings with parents who can express their views and understand information which is shared. | Head of Inclusion | Ongoing   |