



Highfield Priory
Independent Day School
and Nursery

Accessibility Plan

This Accessibility Plan has been drawn up in consultation with the LA Consultants, pupils, parents, staff and governors of the school and covers the period from September 2023 – September 2026. The original Disability Accessibility Plan was written in March 2009 and has been reviewed annually. An updated plan was introduced in 2012, 2015 and again in 2019. Some of the ongoing issues from that, have been carried over to this current plan.

Highfield Priory School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability (SEND) Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, 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 aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- Increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- Improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education.

- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Child Protection and Safeguarding policy and Equality policy.

The plan will be made available online on the school website.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies and plans:

- SEN Policy
- SEN Policy (EYFS)
- Behaviour Management Policy
- Health Safety and Wellbeing Policy
- Curriculum Policy
- Equal Opportunities Policy
- Ethos and Aims Policy
- School Development Plan

Improving access to the physical environment

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These action plans will be reviewed and adjusted on an annual basis. New plans will be drawn up as necessary and linked to the School Development Plan.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Action Plan for physical accessibility links to the Access Audit Checklist of the School, which is undertaken regularly by the Senior Management Team and Co-ordinators. It may not be feasible to undertake some of the works during this Accessibility Plan and therefore some items will still roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

The Plan will be monitored through the Finance and General Purposes Committee.

The Plan will be monitored by ISI as part of their inspection cycle.

The Finance and General Purposes Committee is responsible for this policy.

Date last reviewed: October 2023

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Finance and General Purposes, Health Safety and Wellbeing, Education, Safeguarding and Marketing..



Highfield Priory School Accessibility Plan 2023 - 2026

Improving the Physical Access

An Access Audit was carried out by JD and TC, and a number of recommendations made:

Recommendation	Activity	Timescale	Cost £
Accessible toilet.	To provide one unisex accessible toilet facility in any future building project.	We have included a disabled toilet in the plans for the nursery build.	
Emergency and Evacuation Procedures.	Increase volume of alarm systems and incorporate if needed visual alarm systems.	New fire alarm system being installed, will be completed in Nov 23. This will include detector in every room and visual alarms in louder areas.	£30,000
Safer pathways in Highfield Haven.	Between Autumn – Spring, the Haven becomes very slippery due to the wet weather. Safer solution needs introducing to prevent harm to staff and pupils.	October half term 2023 install gravel/wood chip pathways. Monitor after install to see if further action needed.	£1,000
Access for those suffering a temporary disablement	To write individual risk assessments for all those children or staff who have suffered an accident or injury which has left them with temporary movement issues	Ongoing	N/A

Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Staff seek to remove all barriers to participation.	Audit 'access' for all children identified as SEN EYA, EYAP, Learning Support and any children with disabilities and collate strategies to meet individual needs Identify and purchase any resources, materials, equipment in response to pupil need.	All children have equal access to the curriculum and extra-curricular activities offered at the school. Learning experiences can be presented in a variety of ways in order to accommodate the needs of all pupils.	on-going	Resources has been bought to meet a child's sensory needs on the carpet. Written material is presented in different colours where needed.
All out-of-school activities are planned to ensure the participation of the whole range of 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 that comply with all current and future legislative requirements.	on-going	Increase in access to all school activities. No child has been excluded from participation in any out-of-school activity due to lack of accessibility
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils All staff are able to meet individual needs.	on-going	Increase in access to the school curriculum. Staff appraisal, Self-evaluation and shared practice improved in staff meetings.
Training for Awareness Raising of Disability Issues.	When appropriate, provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access.	Winter 2023	All benefit by a more inclusive school and social environment. Relevant staff are to be given online courses to complete on BESD, SPLD and Dyslexia. (records kept by JS of interventions to support staff in accessing

				training/resources). G Bailey to help facilitate these courses with JS using the National College.
Promote positive attitudes, present positive images.	Audit resources, materials, posters, signage and update as necessary Use PSHEE curriculum activities to support children. KS assemblies used to support the teaching of the PSHEE curriculum	Resources and materials reflect positive images and attitudes around the school Whole school community aware of issues and attitudes.	Resources audited. New assembly's folder introduced in 2018 to support staff delivery of aspects of the PSHEE curriculum in assemblies. Book review carried out regularly.	Inclusive, accessible materials and resources for all. New PSHEE curriculum material used from Sept. 2016 and updated Autumn 2021 and 2022.
All children to access assessment materials used to measure attainment and progress	Purchase of GL assessment materials which provide online, interactive assessment for all children from Y2 onwards	Materials allow all children to be assessed equally	In place and used for all relevant children from Autumn 2018. On-going	All children within the relevant year groups have been successfully assessed and data is fed back to class teachers by SMT. Data is also discussed at regular education and staff meetings. Children to be assessed 3 times a year using formal GL assessments.

Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Reviewed Sept 2023 and found to be adequate	Delivery of information to disabled pupils improved. Written material has been provided in different colours when needed.
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all.	Reviewed Sept 2023 and found to be adequate	Delivery of school information to parents and the local community improved. A new website and Facebook page has been launched. Parentmail increasingly utilised to pass on information to parents. Use of iSAMS and SIMS being researched, discussions to continue Summer 2023. CPOMS/CPOMS Staff introduced (Sept 2022) for tracking and monitoring students and staff. Reports are shared with SMT and relevant committee groups.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Seek advice from LA on alternative formats and use of IT software to produce customized materials.	All school information available for all.	on-going	Delivery of school information to pupils & parents with visual difficulties improved. Written material has been provided in different colours

				when needed (see child's RA for more information).
Raise the awareness of adults working at the school.	Arrange training courses.	Awareness of target group raised.	on-going	School is more effective in meeting the needs of pupils and parents. Positive Handling course (online and practical aspects) carried out by staff – Autumn 2018. Course refresher booked in for April 2024 Inset day.
Improve presentation of information.	Use CPD to monitor, observe and focus on delivery of written information and presentation.	Awareness of content and delivery of lessons, meeting all children's needs in all lessons.	on-going	Access for all improved and staff awareness increased. Lessons use a variety of teaching styles. Whiteboards and laptops are used regularly in lessons which has increased the audio and visual content in lessons. This has been achieved through shared practice and appraisal.