



# High Green Primary School

## ACCESSIBILITY PLAN

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### Overview:

At High Green Primary School, our core values reflect our commitment to a school where there are high expectations of everyone and everyone is treated equally. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Under the Equality Act 2010 all schools are required to have an Accessibility Plan, our plan is constructed in compliance with the act. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period of time.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

As a LA Maintained School the Local Authority will monitor all school's activities under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty as necessary.

## Our Objectives:

High Green Primary School is committed where it is practical to do so, in providing an environment that enables full curriculum access, that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within our school. We value the support of the LEA, parents, pupils, governors and staff in developing plans to improve accessibility in our school.

Our Plan contains information to make improvements within given timeframes that will allow for reasonable adjustments to accommodate needs where it is practicable to do so.

We aim to:

- Increase access to the curriculum and after school activities for pupils with a physical disability, medical condition or other significant access needs;
- Where practical to do so 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 within a reasonable timeframe;
- Improve the delivery of information and communication to pupils, staff, parents and visitors where it is practical to do so;
- Use this plan to inform other school plans and policies;
- Report our progress to governors annually.

We acknowledge that there is a need for ongoing awareness raising and appropriate training for staff and governors in the matter of disability discrimination, Senior Leaders in conjunction with our SENCO, Business Manager and premises staff will work together to ensure that provision meets the needs of stakeholders.

The accessibility review (audit) will be undertaken annually by representatives from SLT and the Governing Body working together, it is however recognized that not all actions on our plan may be completed within the lifecycle of the current plan.

Any complaints relating to our accessibility plan should be addressed through the school's compliments, comments and complaints procedure.

**ACCESSIBILITY PLAN**  
**(JANUARY 2024 – JANUARY 2027)**

PHYSICAL ACCESS			
ITEM	ACTIVITY	TIMESCALE	COST
Improve disabled access to school hall from admin area corridor	Widen Hall doorway and install disabled access friendly door to enable wheelchair access from admin block in to hall	Awaiting capital investment from LEA (24/25 funding - SCC)	Awaiting costing from SCC
Improve disabled access from the yard to reception area.	Widen external ramp and external door to open outwards.	Awaiting capital investment from LEA (24/25 funding - SCC)	Awaiting costing from SCC
Improvements to the existing fire alarm system to ensure suitable for both visually and hearing-impaired stakeholders	Install new system with adequate sounders and beacons to meet needs of school (Consideration given specifically to the far mobile classroom)	Awaiting capital investment from LEA (24/25 funding - SCC)	Awaiting costing from SCC
Ensure reasonable adjustments are made for stakeholders with disabilities or medical conditions or other access needs.	Create personalized signage and individual risk assessments and or care and or accessibility/ mobility plans as required	Ongoing as Required	Staff Time
Increase capacity in the school hall and to improve emergency exits and access.	Widen all doors to the hall and to fit fire doors throughout school.	Awaiting capital investment from LEA (24/25 funding - SCC)	Awaiting costing from SCC
CURRICULUM ACCESS			
Liaise with pre-school providers to prepare for new intake of children each year in F2.	EYFS lead to identify any pupils who may need adaptations or additional provision, discuss with EYFS Lead, F2 SENCO and Business Manager any requirements.	May to July annually None identified for academic year 23/24.	Staff meeting/release time and any adaption costs
General Learning Environment, including break out areas, sensory areas, woodland, field.	<ul style="list-style-type: none"> <li>○ SENCO's to monitor learning environment in class to ensure the needs of each individual SEND pupil are met.</li> <li>○ SENCO's to monitor outdoor environment to ensure the needs of each individual SEND pupil are met.</li> <li>○ Seek external professional advice as proportionate.</li> </ul>	On-going depending on need. None identified for academic year 23/24.	Staff meeting/release time and any adaption costs

Equal access to the full range of opportunities offered to children.	<ul style="list-style-type: none"> <li>○ All staff to consider individual needs when planning activities in class and external visits.</li> <li>○ PE/Sports lead to ensure equal access to sporting events and activities.</li> <li>○ PE/Sports lead to consider events/activities specially catered for SEND children and more suited to their needs.</li> <li>○ Visual Timetables in every classroom</li> <li>○ Individual timetables in class – dependent on need.</li> </ul>	On-going dependent on need and activity/visit/event	Dependent on need. PE/Sports funding to be used appropriately to support equal access.
Review Policies to ensure they are inclusive.	<p>Ensure as part of all policy reviews moving forward The Equality Act 2010 is fully considered.</p> <p>Policies considered in line with the Accessibility Plan.</p> <ul style="list-style-type: none"> <li>- Equality, Inclusion and Diversity</li> <li>- Dignity at Work</li> <li>- Supporting Children with Medical Needs</li> <li>- Children with health needs who cannot attend school</li> <li>- SEND</li> <li>- Curriculum Plans – RSHE (Protected Characteristics)</li> <li>- PE/Sports – equality of access to a range of sports.</li> </ul>	Ongoing as policies are reviewed <b>(Policy Review Schedule)</b>	Staff and governor time when reviewing policies.
Ensure training fully considers provision within Equality Act 2010	<p>As training is commissioned head teacher to ensure it fully considers inclusivity.</p> <p>(Safeguarding Training via Sheffield Safeguarding Hub and/or DfE)</p>	Ongoing as training is commissioned	SLT time to review training commissioned
<b>WRITTEN ACCESS INFORMATION</b>			
Clear, straight forward and simple verbal and written communication with pupils, parents and wider community.	<p>When presenting information consideration to be given to a variety of easy to access ways and format e.g. displayed in window for parents dropping off, sent via email, text and on school website.</p> <p>Language used to be simple with any education terms/jargon avoided or clearly explained. Admin &amp; teaching staff to be aware of individual who may need information explaining directly or personally.</p>	Ongoing as communication issued to stakeholders	Staff time.
Access to information for pupils, parents, etc. for who English is additional language.	Use of google translator as required	On going	Website translator to be considered if EAL is a need.

