



## HIGHFIELD LITTLEPORT ACADEMY ACCESSIBILITY PLAN

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## 1. Introduction

This plan seeks to address the statutory requirements of the Equality Act 2010 and is compliant with the current legislation and requirements as specified in Schedule 10 relating to Disability.

## 2. Aims

To continue improving all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the school.

At the same time, the school is committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are also taking positive action to ensure that the spirit of the Equality Act 2010 continues with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given period and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The plan will cover two areas:

1. Curriculum Access

2. Physical and Environmental Access

## 3. Curriculum Access

For pupils with a disability this involves expanding the curriculum as necessary to ensure that they are as 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, visits and the provision of specialist or auxiliary aids and equipment which may assist the pupils in accessing the curriculum.

## 4. Physical/Environmental Access

This includes adding specialist facilities as necessary and covers improvements and additions to the physical environment of the school and physical aids to access education.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.



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

- Teaching and Learning Policy
- Health and safety policy
- Medicines policy
- SEN policy
- Behaviour Management policy
- School Improvement Plan
- School website/ Prospectus
- Equality objectives (required from April 2012)

The school website will make reference to this Accessibility Plan.

The school's complaints procedure covers the Accessibility Plan.



## Highfield Littleport Academy Accessibility Plan: School Years 2024 - 2027

Development area	Targets	Strategies	Outcome and by when	Goals achieved
<b>Curriculum delivery</b>	Classrooms are organised for disabled pupils.	Guidance from specialists (sensory support service, autism service) taken into account for arranging classrooms to maximise benefit to disabled pupils. Consideration of minimal stimulation for students who are on the Autistic spectrum or who are easily distracted.	Monitoring indicates disability/SEN taken into account in organising the environment for learning.	Disabled pupils able to access learning environment more effectively.
<b>Curriculum delivery/ delivery of materials in other formats</b>	Personalised targets set by classroom staff with additional time requirements in practical work understood and planned for.  Diagrams described and Screens read out loud.  Copies of slides and diagrams available to pupils.	SEND information available to all staff and further training on implementation and differentiation of curriculum required.  Advice from sensory support service.	Ongoing monitoring indicates differentiation in place targeted at disabled/SEN/other nominated pupils.	Disabled pupils able to access curriculum more effectively.



	<p>Worksheets produced in at least size 12 font where appropriate.</p> <p>Coloured paper for printing or overlays provided for those who experience visual distraction or distress. Line guides provided for learners who struggle with amounts of dense text.</p>			
<b>School design for disabled pupils</b>	All areas accessible to disabled pupils.	<p>School campus designed with accessibility requirements in mind.</p> <p>Additional stair lift added to aid evacuation and access to the second floor.</p> <p>Additional dropped kerbs added outside to aid wheelchair access.</p>	<p>All new buildings will be fully disability compatible.</p> <p><b>(Log any difficulties or on-going issues on a rolling basis with a wider range of individuals with different needs until school reaches full capacity with the extension added).</b></p>	Disabled pupils able to access all physical areas without difficulty.
	Signs clear and understandable for visually impaired.	<p>Replacement of signs takes account of appropriate colour schemes/size for signs.</p> <p>Audible buttons and tactile strips can be provided for those who are sight impaired.</p>	New signs clear and updated as required.	



	Comprehensive evacuation plan in case of fire.		Plan discussed and agreed with all staff. Where appropriate individual pupils also informed.	
<b>Auxiliary aids and services</b>	Medical conditions policy reviewed and updated.	Input from school nursing service. Relevant staff identified and trained.	Policy disseminated to all staff.	All pupils with medical conditions are supported.
	<p>Some adaptive keyboards and special software are available.</p> <p>Use of Augmentive Assistive Communication (switches, talkers, communication books &amp; PECS) to support communication.</p> <p>Use of eyegaze as a means to interact and communicate.</p>	Sensory support service, physiotherapist and occupational therapist provide input as to appropriate IT equipment and software.		Disabled pupils can use adaptive keyboards and specialised software to access the curriculum.

Updated: September 2024

Review: September 2027