



HIGHFIELDS SCHOOL

ACCESSIBILITY PLAN

BOUNDARY WAY, PENN, WOLVERHAMPTON, WV4 4NT

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Aims

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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take full advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Curriculum access

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling and staff training and planning. Adjustments will be dependent on individual needs.

Physical access

The physical access includes steps, stairways, exterior surfaces and paving, parking areas building access and egress including emergency escape routes internal and external doors, toilets and washing facilities, lighting, ventilation, floor coverings and furniture.

Information access

Any student requiring additional support is clearly identified on entry to Highfields School. Those requiring specific support with communication are known by staff so their needs can be met. A Care Plan is completed for all students where necessary.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality and Diversity policy (public sector equality duty)
- Special educational needs and disabilities (SEND) information report
- Special educational needs and disabilities (SEND) policy

Physical / information access

Item	Issue	YES	NO	Any Action Required
1	Are steps required to access main building?		✓	
2	Good access around the building?	✓		
3	Are car park spaces for disabled people marked and near entrance?	✓		
4	Is it possible to get through the main door unaided, automatic entrance?	✓		
5	Do all steps have contrasting colour edges?			No steps to access main building
6	Do all internal doors allow a wheelchair user to get through unaided?		✓	The main two-way swinging doors situated on all floors require challenging physical management. Other corridor doors are electromagnetic. The proposal for September 2021 is to replace these with magnetic doors.
7	Do you have emergency and evacuation procedures and PEEP in place?	✓		
8	Do furniture layouts allow easy movement for students with disabilities?	✓		
9	Is furniture selected appropriately and adjustable?	✓		Available in all rooms
10	Do all the corridors have clear unobstructed width of 1.2m?	✓		
11	Does each floor have wheelchair accessible toilet?	✓		

Item	Issue	YES	NO	Any Action Required
12	Does each floor have accessible changing rooms and shower facilities?	✓		
13	If the school has more than one level are there continuous handrails on each stair flight and landing?	✓		
14	If the school has more than one level do the internal stairs have contrasting edges?	✓		
15	Does the school have a lift that can be used by wheelchair users?	✓		
16	Do you have any other sort of mechanical means provided to move between floors?		✓	
17	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	✓		
18	Is a hearing induction loop available in the school fixed or portable?	✓		Hearing loop available (fixed).
19	Do emergency alarm systems cater for those with hearing impairment?	✓		
20	Are non-visual guides used to assist people to use the building?		✓	Would require specific risk assessments based on individual needs.
21	Could any décor be confusing or disorientating for students with disabilities?		✓	Unlikely but would require specific risk assessments based on individual needs.
22	Are quiet / calming rooms available for students who need this facility?	✓		A number of spaces are available including the LINC, Chill n Chat, LRCs and SENCO office.

Learning access

Item	Issue	YES	NO	Any Action Required
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		✓	Training is reviewed annually. Staff will be informed and supported to manage any student needs,
2	Do you have arrangements for staff to have the necessary training to teach and support children and young people with disabilities if required?	✓		Training and where necessary information is shared on any students who have a disability that requires further action.
3.	Do you track the curriculum progress of all students including those with a disability?	✓		The progress of all students, including those with SEND, is closely tracked, monitored and acted upon. It is our expectation that our SEND students make progress at least to the standard of all students nationally.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓		All children are expected to make progress and staff are expected to tailor their planning to meet the needs of all students.
5	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓		Staff are provided with SEN and disability information for all students through Teaching and Learning strategy sheets and with relevant medical information through SIMS. Staff are expected to use this information to support their planning.
6	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	✓		Access arrangements are published by the Learning Support department for all students requiring extra time or use of a scribe/word processor in all assessments.
7	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	✓		Staff are confident in supporting students in using a range of tools on their HP Streams typically through O365 and SMHS.