



High Down Schools

Believing | Achieving | Learning for life

ACCESSIBILITY PLAN

Signed..... (Chair of Governors)

Signed.....(Executive Headteacher)

Date.....

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from July 2016 to July 2019.

2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The High Down Schools plan, 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.
5. Attached are Action Plans prepared by each school, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. 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.
7. The Plan will be monitored by Ofsted as part of their inspection cycle.

High Down Schools' Accessibility Plan 2016-2019

Improving the Physical Access

	Item	Activity	Timescale	Cost £
1	Accessible car parking	Maintain disabled parking spaces	Car park is currently not accessible due to building works but will be back in use, with disabled bays, in September 2016	
2	Maintain safe and visible external steps	Maintain surface and white edging paint	ongoing	
3	Improve access to school circulation for the visually impaired	Ensure sufficient contrast in paint colour applied door architraves, face and leading edge of doors, walls and skirting boards throughout premises.	Ongoing as required and when budget allows	
4	Staircases	Ensure colour-contrasted handrails to both sides of staircases. Maintain colour contrasted stair nosings to all stairs.	Ongoing as required and when budget allows	
5	Maintain existing ramps	Maintenance to surface and handrails	As required	
6	Provision of induction loops	Installation of hearing induction loops in classrooms. Installation of hearing induction loop to reception.	As required according to pupil need. When budget allows.	
8	Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height where appropriate.	When budget allows or when replacement of existing is necessary	
9	Improve existing Disabled WC/ shower facility	Install emergency call system to Disabled WC/shower room.	When budget allows	
10	Wheelchair lift in Junior school	Overhaul existing wheelchair lift.	As required according to pupil need	

High Down Schools' Accessibility Plan 2011-2014

Improving the Curriculum Access

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Continued professional development for teachers and LSA's on differentiating the curriculum.	Inclusion of opportunities for differentiating the curriculum in CPD training. SENDCOs attend regular training and cascade information.	The staff are able to meet the requirements of all pupils needs to access the curriculum.	ongoing	Increase in access to the national curriculum.
Ensure early identification of pupil's individual needs and provide support through differentiation in the classroom, LSA support, SENDCO groups and/or Learning Mentor support as required	Ensure the SEN policy is implemented	All pupil's needs are identified at the earliest opportunity, including liaison with playgroups and nurseries, and provision is made that is in partnership with parents and the pupil to ensure the pupil has the opportunity to access the academic and social life of the school.	Ongoing	Increased and fuller access to the national curriculum.
Effective use of LSA Learning Mentor and SENDCO resources.	Co-ordination through regular meeting and reviews between the SENCO, Learning Support Mentor and class teachers with LSA's	Individual pupil's needs are supported in class (this may include use of makaton/IT solutions).	Ongoing	Increase in access to the National Curriculum
All out-of-school activities, including trips, are planned to ensure the participation of the whole range of pupils	Continue to 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	ongoing	Out of school activities are planned to allow whole school access.
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 class bases as changes occur and as necessary.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	ongoing	Provide all pupils with full access to the National Curriculum in the classroom.
Training for Awareness	Provide training for	Whole school community aware of	ongoing	Society will benefit by a

Raising of Disability Issues	governors, staff, pupils and parents	issues relating to Access		more inclusive school and social environment
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High Down Schools' Accessibility Plan 2011-2014

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 LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As required according to pupil need.	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Inform all parents that alternative formats are available for information on request. Statement on website.	All school information available for all	As required according to need	Delivery of school information to parents and the local community improved