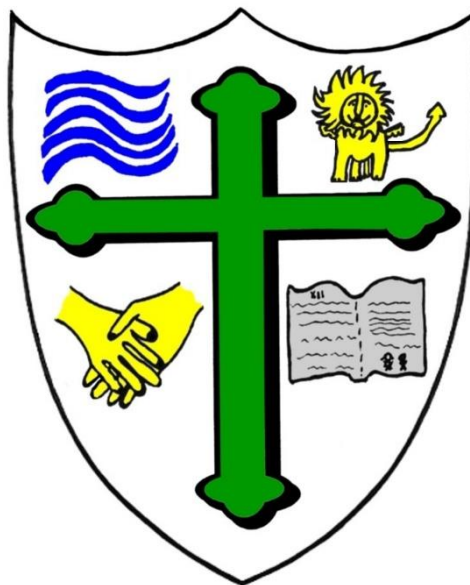


Highcliffe St Mark Primary School



Accessibility Plan 2023-2026

Reviewed (date)	June 2023
Reviewed by (name)	Claire Barker
Approved by Governors (if applicable)	June 2023
Review due (date)	June 2026

Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school's Accessibility Plan.

1. School Context

Highcliffe St Mark Primary School is a 3 form entry Church of England maintained primary school taking children from Foundation through to Year 6. We have 21 classes and 654 children on roll. Our PAN is 90 in EYFS and KS1 and 96 in KS2. We have extensive school grounds and facilities including: forest schools/wildlife areas, pond, field, cricket nets, swimming pool, cooking room, music and drama studio, trim trails and outdoor gym equipment. We are based within Highcliffe Village on the outskirts of the New Forest but also close to Highcliffe beach and castle.

We have close links with our local church, St Marks in Highcliffe and make regular visits there.

2. Vision and Aims

Our aim is for everyone at Highcliffe St Mark Primary School to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

At Highcliffe St Mark Primary, all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a ‘can do’ attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Intimate Care Plans, Transition Plans, SEN Support Plans (detailing any advice from external agencies such as hearing/visual impairment advisors and Behaviour and Relationship Support Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

4. Other Policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Teaching and Learning Policy
- Health & Safety Policy (including off-site safety)
- Relationships and Behaviour Policy
- Anti-Bullying Policy
- School Development Plan

5. Pupil Data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils’ progress.

Current pupil data shows that at the start of the 2022-2023 academic year, 22% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

Number of children	Disability
6	Hearing Impairment
1	Visual Impairment

1	impairments with fluctuating or recurring effects such as rheumatoid arthritis, chronic fatigue syndrome and epilepsy
0	progressive conditions like muscular dystrophy
2	auto-immune conditions
50	organ specific conditions such as asthma, cardiovascular diseases, stroke and heart disease
12	developmental impairments like autistic spectrum disorders, dyslexia and Development Coordination Disorder (previously known as dyspraxia)
73	learning difficulties
1	mental health conditions or mental illnesses, such as depression, anxiety, substance misuse and less commonly, psychotic disorders (e.g. schizophrenia and bipolar disorders). These are disturbances in the way people think, feel and behave and can disrupt their ability to learn and maintain relationships
0	impairments resulting from injury to the body
1	Cancer, HIV infection and multiple sclerosis (MS) automatically entitle a person to be considered as disabled
0	Motor disability for example Cerebral palsy.

6. Current Good Practice

Access To The Curriculum

At Highcliffe St Mark Primary School, we have improved access to the curriculum for pupils with a disability through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. maths and English
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD, epilepsy and attachment disorder on learning
- organising classrooms so that they promote the participation and independence of all pupils
- staff INSET training focussing on specific needs and supporting these

- access to specialist teachers and teaching assistants to support pupils alongside specialists from outside: hearing and vision support and outreach from specialist school teachers
- employing a teaching assistant with knowledge of BSL to support children with a hearing impairment

The Physical Environment

At Highcliffe St Mark Primary School, we have improved the physical environment of the school to increase access for pupils with a disability by:

- dedicating 2 parking bays outside the main school entrance and 2 further parking bays in the main car park for pupils and families, and visitors with a disability providing 3 accessible toilets one of which has a shower and changing facilities (including a hydraulic changing table)
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible
- installing slopes or ramps where doorways were not level to allow access if using a wheelchair
- ensuring that there is a regularly serviced lift to the upstairs facilities which includes the music/drama room and cooking room as well as an emergency evacuation chair

Access To Information

At Highcliffe St Mark Primary School, we make written information more accessible to pupils with a disability by:

- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout. Colour, font choice and size of print
- having a point of contact on our website for anyone who wishes to have a policy explained to them
- using social stories and picture symbols to explain school rules for pupils who benefit from this

7. Sources Of Advice And Information

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy. We also regularly seek

advice from outreach specialist teachers and NHS visitors working with our children such as physiotherapists, occupational therapists and speech therapists.

8. Implementation And Monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Highcliffe St Mark Primary School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the BCP Council and Dorset County Council in implementing the Accessibility Plan and will adopt in principle the Local Authority Strategy for Accessibility. Where necessary, environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Local Authority Strategy for Accessibility. We will consult with experts when new situations regarding pupils with disabilities are experienced.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored through regular review by the Governing Body under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The school's complaints procedure covers the Accessibility Plan.

9. Accessibility Action Plan

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?	Date complete
Ensure Personal emergency evacuation plan (PEEPs) are up to date.	Regular reviews	SENDCo and Health and Safety Manager	termly	Results of emergency evacuation drills demonstrate clear strategy in place and followed by all	
Ensure all areas of the site available to children have equal access for children with a disability	Maintenance of wildlife areas including paths and pond areas	Site manager and caretaker	Weekly check of site with ongoing work as required booked in/completed	All children and especially those with a physical disability can access the school grounds alongside their non-disabled peers	
Ongoing for CPD for teachers and LSAs on differentiating the curriculum and providing targeted support: eg Supporting children with Speech & Language difficulties; ASD training; dyslexia; supporting children with a hearing impairment	Identify staff training needs through performance reviews and needs-led within school. Identify best providers for training (eg Speech & Lang therapist, Ed Psych, SENDCo).	SLT and phase leaders	termly	All teachers and TAs are able to more fully meet the requirements of children with Special Needs and disabilities with regards to accessing the curriculum Increase in access to the National Curriculum	

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All out-of-school activities (eg educational visits and extracurricular clubs) are planned to ensure the participation of the whole range of pupils	Deployment of 1 to 1 TA support for pupils with additional needs or disabilities. (eg adults who are Epipen trained; social stories for ASD children; parental support)	Phase leaders and class teachers with SENDCo support as necessary	ongoing	All out-of-school activities will be conducted in an inclusive environment. Increase in access to all school activities for pupils with additional needs or disabilities.	
Care plans in place for any children with medical conditions. Training provided for staff for specific medical requirements (E.g. Diabetes, significant allergies, heart conditions, epilepsy)	SENDCo to liaise with professionals and to organise training	Head of school and SENDCo	ongoing	Children with medical needs are confident in school and are supported to manage their needs Required staff have appropriate training for supporting medical conditions	
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	Admin team supported by Head of School	Available when required	All school information available for all Delivery of school information to parents and the local community improved	

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Availability of written material in alternative formats, fonts and colours using most recent research and evidence based best practice	Staff CPD to support understanding of best approaches/methods	Class teachers and TAs supported by SENDCo	Available when required	The school will be able to provide written information in different formats when required for individual purposes Delivery of information/tasks to disabled pupils improved	

DOCUMENT CHANGE RECORD

VERSION	DATE	REVIEWER	COMMENT
1	27.6.23	CB	Major update and change to format