





High Park School
Learning for Life

Accessibility Policy and Action Plan

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| Approved by Governing Body | Chair of Governor signature:  Date: 16/03/2021 | Principal signature:  Date: 16/03/2021 |
| Policy Review Date | March 2024 | |



Accessibility Policy & Plan

1 INTRODUCTION

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School governors are accountable for ensuring the implantation, review and reporting and progress of the Accessibility Plan over a prescribed period.

High Park School is committed to providing an 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.

All staff are responsible for the promotion and advancement of this policy. Behaviour, actions or words that transgress the policy will not be tolerated and will be dealt with in line with the disciplinary policy.

These requirements are likely to arise as a consequence of a child having Special Educational Needs (SEN). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of pupils and thus enable them to participate effectively in curriculum and assessment activities. Such pupils may need additional or different help from that given to other pupils of the same age.

Pupils may have SEN either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with SEN takes account of the type an extent of the difficulty experienced by the child.

Under the Equality Act 2010 the school complies with the general equality duty and the new specific duties. The equality duty now includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their race, colour, nationality, ethnic or national origin, gender, marital status or caring responsibility, civil partnership, sexual orientation, gender reassignment age, physical, sensory or learning disability, mental health, political or religious beliefs or non-beliefs, class, responsibility for pupils or dependents, HIV status, employment status, unrelated criminal convictions, and trade union activities. Nor will such person be disadvantaged by conditions or requirements which cannot be shown to be justifiable. This principle applies to recruitment, promotion, transfer, training, benefits, facilities, procedures and all terms and conditions of employment and service provision.

1.1 Please refer to the follow current school and DfE policies:

Child Protection and Safeguarding Policy

Health and Safety Policy

Equality and Cohesion Policy

Online Safety Policy

ICAT Whistle Blowing

ICAT Safer Recruitment

2 EDUCATIONAL INCLUSION

In our school we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils;

- o Have different educational and behavioural needs and aspirations
- o Require different strategies for learning
- o Acquire, assimilate and communicate information at different rates;
- o Need a range of different teaching approaches and experiences.

Teachers respond to pupil's needs by;

- o Providing support for pupils with a wide range of special educational needs;
- o Planning to develop pupil's understanding through the use of available senses and experiences;
- o Planning for pupil's full participation in learning;
- o Helping pupils to manage their behaviour and to take part in learning effectively and safely;
- o Helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning.

3 SPECIAL EDUCATIONAL NEEDS

Pupils with SEN have learning difficulties that call for special provision to be made. All pupils may have special needs at some time in their lives. Pupils have a learning difficulty if;

- o They have significantly greater difficulty in learning than the majority of pupils of the same age;
- o They have a disability which prevents or hinders them from making use of the educational facilities that are provided for pupils of the same age;
- o They are under school age and fall within the definitions above.

4 STAFF

The school values diversity (cultural, disability and gender) amongst the staff. In all staff appointments, the best candidate will be appointed, based upon strict professional criteria. All staff should be aware of possible cultural and other assumptions and bias within their own attitudes.

Any recruitment at High Park is done in line with the Safer Recruitment Procedure. It is also relevant to ensure that potential applicants are aware of the safeguarding requirements of any role within High Park, this is explicit in the appropriate section of the web site. High Park has an Enhanced DBS Policy & Child Protection and Safeguarding Policy which fully complies with Equality and other related legislation.

In line with the intentions of this policy, our school will not discriminate in the provision of training courses/ development opportunities. Appropriate training will be provided to enable individuals to perform their jobs effectively. The training offered will take into account the needs of all individuals.

4.1 High Park expects its Designated Safeguarding Team, SLT and Governing Body:

- To ensure that proper records of employment decisions are maintained and regular reviews of employment practices are carried out
- To ensure that grievances are dealt with in a fair and consistent manner and in line with ICAT Complaints Policy.

- To ensure that individuals within their teams/bases are aware of their legal responsibilities, and of the school's Equality and Diversity Policy
- To promote actively the benefits of employee and other stakeholder diversity, in employment, services and training.

5 AIMS

In our school we are committed to providing a broad and balanced curriculum, which responds to the needs of all pupils and their rights to receive a quality education. The teaching and learning policy of the school, and other policies, make a clear statement about inclusion, equal opportunities and accessibility for all. In fact, we actively promote:

- o equality of opportunity for all (pupils and staff)
- o positive attitudes towards all (pupils and staff)
- o full participation in daily life (pupils and staff)

We strive to equip pupils with an awareness of our increasingly diverse society and of presenting the world as it is and as we would like it to be. On such foundations, pupils will develop their own attitudes to a pluralistic society. Pupils of all backgrounds exhibit a strong desire to be part of society as it exists in our community.

6 FINANCE

School must set aside adequate funding for developing work to address identified needs for individuals, groups, cohorts and whole school. The head teacher will maintain and improve the building and site accessibility by vigilant oversight and acting upon advice from individual members of staff, parents and professional associations as well as those from Bradford Council.

7 ACCESSIBILITY PLANNING

Accessibility plans in High Park School are aimed at outcomes for pupils and learners which include;

- Personal development behaviour and welfare
- Effectiveness of leadership and management
- Partnerships to develop joined up working with external agencies
- Quality of teaching, learning and assessment

The school will provide adequate resources for implementing plans and regularly reviews them. An accessibility plan maybe a free standing document but at High Park School we publish our accessibility plan within our School Development Plan.

In order to determine the impact of this policy it is important that a monitoring system be developed which will measure commitment, progress and effectiveness. Accessibility Policy will be monitored and reviewed as follows:

- The policy will be a regular agenda item at SLT meetings.
- The Governing Body will undertake an annual policy review.

- The review recommendations will be presented to the next Governing Body meeting for their comments and ratification.

Where it appears that there may have been or there is a breach of the policy, the Principal and Chair of Governors will investigate the circumstances and action will be taken to counter any proven breach of policy.

If it is found that the policy is excluding or discouraging the development of individuals or restricting pupils, the Governing Body should take positive action to amend the policy.

To be reviewed annually

Reviewed: March 2024

Action Plan

Aim 1: To increase the extent to which pupils with special education needs can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|---|----------------------|--|---|
| To liaise with education establishments to prepare for pupils to transition to High Park . | To identify pupils who may need adapted or additional provision | May to July annually | SLT Base Leaders | Provision set in place ready for when the pupils transition to High Park |
| To review policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing | SLT & LGB | All policies clearly reflect inclusive practice and procedure |
| To establish and maintain close liaison with parents | To ensure collaboration and information sharing between school and families. | Ongoing | SLT and all teaching staff | Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning |
| To establish and maintain close liaison with outside agencies for pupils with additional needs | To ensure collaboration between all key personnel. | Ongoing | SLT/SENCo, all teaching staff and outside professionals | Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning |
| To include pupils with special educational needs, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra- curricular provision | Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. | Ongoing | SLT, SENCo and all teaching staff, extra-curricular service proviers and educational visits settings | Evidence that appropriate considerations and reasonable adjustments have been made |

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with special educational needs, medical conditions or other access needs can access education and associated services.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|------------------|--|--|
| Improve the physical school environment | The school will take account the needs of pupils with special educational needs including sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings. | Ongoing | SLT, Site Managers and LGB | Evidence that appropriate considerations have been made wherever physical school improvements are carried out. |
| Ensure that reasonable adjustments are made for pupils with special educational needs, medical conditions or other access needs | Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. | Ongoing | SLT, SENCO, Teachers and Site Managers | As full as possible inclusion for all pupils. Safe evacuation in an emergency. |

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|--|------------------|--|--|
| To enable improved access to written information for pupils, parents and visitors. | Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing | Ongoing | SLT, Teachers, SENCO and Business Support Team | Evidence that appropriate considerations and reasonable adjustments have been made |
| Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education | Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible | Ongoing | Whole school team | Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education. |