



Accessibility Plan

Date of Adoption:	November 2023
Review date:	November 2024

Definition of Disability:

A person has a disability if they have “a physical or mental impairment and the impairment has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities”.

(Equality Act 2010)

The purpose and direction of the school’s plan: vision and values

High Point Academy has the highest ambitions for all pupils irrespective of their individual needs. Our careful planning & differentiated approach enables all of our pupils to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion statement and in accordance with the Academies Act 2010. The school sets challenging, but suitable objectives, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. High Point Academy welcomes all children irrespective of race, gender, colour, creed, sexual orientation or impairment.

Our Main Objectives - In accordance with the School Improvement Plan

- To raise attainment for all learners through full access to all necessary aspects of school provision.
- To reduce and eliminate barriers to the curriculum and incorporate new information as curriculum changes occur.
- To have full participation in the school community for pupils, prospective pupils, staff, parents, stakeholders and visitors.

As a school we recognise our duty under the Education Act (as amended by the Special Educational Needs and Disability Act (SENDA 2001))

- Not to discriminate against disabled pupils in their admissions and exclusions, and the provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps & adjustments to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

Information from school audit and pupil data:

- The school caters for secondary aged pupils with a diagnosis of Autism, with Moderate learning difficulties (MLD) or Speech, Language and communication difficulties (SPLC). The majority of pupils have additional learning needs and are generally working within the National Curriculum Year 3- ARE curriculum. Some Pupils within KS4 will be accessing Entry level and GCSE courses.
- Pupils have access to communication systems such as PECS, Aided Language Displays, Makaton and other communication aids to facilitate their access to the curriculum.

- The school has good physical access. High Point is based in a two-storey building, corridors are wide with average size doorways.
- Flooring, skirting boards, door frames, etc. are coloured in strong contrast with the walls to support visual learners and visitors with visual impairments.
- All pupils participate in all aspects of school life. We ensure that they can participate in every activity, through careful differentiation, planning and risk assessments.
- The physical features of the school are a strength – all parts of the school are physically accessible to disabled users
- Access to information is planned: for example, text size and font colour is monitored to ensure maximum access for visually impaired children. Pupils will also have individual support to ensure access.
- We have a clear anti-bullying policy which enforces an inclusive ethos which fosters good relationships between pupils.
- Other school practices, such as sporting or celebration events encourage mutual support and partnerships between children.
- Our outcomes for all pupils aims to be outstanding and ambitious, in both personal and educational fields. Children make expected or better than expected progress over time.
- In order to maximise access and pupil progress, the school includes input from all stakeholders, i.e. staff, visitors, parents / carers into all areas of school development.
- Disabled parking and toilets are provided.

Views of those consulted during the development of the plan

- As part of the SIP and SEF process, all staff were consulted about additional changes required as part of the Accessibility plan.
- The school work closely with the Directors and CEO of The Forward Education Trust who regularly report to the DfE.

Increasing the extent to which pupils can participate in the school curriculum:

The school provides all pupils with a broad and balanced curriculum, differentiated & adjusted to meet the needs of individual pupils and their preferred learning style, by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils
- Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum.
- Ensure appropriate deployment of staff to maximise pupil access to the curriculum, develop independence and promote social interaction.
- Ensure high quality teaching for all to improve pupils' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff on inclusive classroom practice and on issues which are disability specific.

- Differentiation of teaching styles and resources in order to offer an individualised learning experience for all pupils that is targeted to maximise progress.
- The school has the means to seek advice from various additional specialist services, including nursing staff, physiotherapy staff, speech and language staff, visual impairment team, occupational therapy, hearing impairment team, behaviour support and communication and autism team and includes input into a range of resources in order to ensure that barriers to learning are removed or reduced as much as possible.
- Spiritual, Moral, Social and Cultural development is used as a common thread through all areas of the curriculum and wider school life in order to promote the well-being of all parties.
- Positive role models are supported within the school setting.

Considerations aimed to improve the physical environment of the school to increase the extent to which pupils can take advantage of education and associated services:

- Continued creation of a shared library space.
- Improved access/system for minibus transport arrival/departure/
- Improve ease of access from the car park and into school.
- Development of outdoor spaces to enhance teaching and learning
- Continued development of group work rooms
- To achieve autism friendly accreditation status and ensure all areas are suitable for pupils needs.

Management, co-ordination and implementation:

- We will ensure that all staff are aware of and familiar with The Equalities Act 2010. We will do this at staff meetings and training sessions.
- We will provide feedback opportunities for all staff, stakeholders and visitors in order to continually improve our provision.
- We will feed back consultation results to staff.
- The Accessibility Plan will form part of the School Improvement Plan and as such will be overseen and reviewed by the Local Academy Council and the Directors of The Forward Education Trust.
- The Local Academy Council will monitor implementation of the plan through the Headteacher's report and governor visits.
- The plan will be evaluated bi- annually, informed by discussions with pupils, staff and parents and analysis of data on progress and attainment of pupils.
- The Accessibility Plan, although forming part of the School Improvement Plan, is also available as an independent document.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
- The Accessibility Plan will ensure that the school's responsibilities towards disabled staff and the general public are met through the Equality Act 2010 and that our statutory duties under health and safety, race and human rights are also in place.

- Implementation – see action plan attached.
- Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of all pupils in school life.
- The Local Academy Council will report to parents on the school's accessibility plan via the school prospectus and the school newsletter.

Copies of the school's Accessibility Plan are available from the school office and on the school website.

(In accordance with guidance this plan has a readability level of 12 years.)

	Actions	By whom	Start Finish	Evidence that it is completed
i. Improvement in access to the curriculum	1. Ensure appropriate deployment of support staff.	HT	Ongoing	Programmes of support. Staff lists. Ensure all pupils have full access to the curriculum, working with independence when appropriate and interacting fully with peers.
	2. Ensure high quality teaching, including out of school activities through CPD for all.	HT/ DHT		Fully scoped CPD programme in place. CPD takes place every Monday and Tuesday evenings for all staff. Review of the curriculum and pathways identified for students to access appropriate levels of learning. Curriculum pathways identified for both pathways.
	3. To ensure that opportunities are provided to support parents with pupils further learning	DHT/ Teachers		Home learning opportunities will be set on a half termly basis by the phase teams, this will link to SMSC and British values/PSHE based. Teachers to set MyOn and TTRS t support with reading and Maths.
	3.Continue to develop open plan Library area and extend the reading resources within school and out of school	SLT		Library space identified and resources to be planned and implemented to ensure that all pupils have timetabled time to access the library to encourage reading. (form times) Home reading programme to be purchased. First news to be implemented to provide pupils with a wealth of learning mediums.

	4. . Parent workshops to share skills	SLT and Family support lead.		Makaton, parent work shops and family support workshops
	5. To continue to develop community links to enable pupils to access learning outside of High Point and have opportunities in the future	SLT		Pupils completing work experience where appropriate in the local community. Local community support school with events, curriculum opportunities.
	6. Information freely available to parents of curriculum learning through the school year	SLT/ TLR/ Teachers		All teachers will access class dojo to provide information to parents on pupils progress. Up to date information will be available on the school website. And updated regularly. Parents evening meetings held termly.

ii. Physical improvements to increase access to education and associated services.	1. Ensure that Signage is accessible in communicate in print to support pupils with low level reading skills.			<p>New signage in place in the new building which is user friendly. Room doors will have Form tutor pictures and communicate in print systems to give further context to the room. Pupils can navigate around the school with minimal support.</p> <p>Standardised approach to displays around the teaching area to support pupils with transition and predictability of information.</p>
	2. To develop a robust system to support pupil upon arrival and departure of school			<p>2 entrances in place for pupils.</p> <p>All pupils enter via the bus student entrance. A robust transport system in place where pupils attend set areas within the school to be supported to leave school safely each day.</p>
iii. Improvement in the provision of information in a range of formats for disabled pupils	1. Consult with parents when necessary to provide information in the appropriate format.	SLT		Parents / carers and pupils able to access all information fully.

	2. All pupils to have access to a visual timetable	Office staff/ Form team	Ongoing	All pupils are able to understand their daily timetable and access their lessons with minimal support
	3. To implement an effective method of communication with parents.	SLT/Office staff/ Teachers		Class Dojo continue to be implemented so that parents have a means of communication with the class form tutor/ subject teacher. Half termly newsletter
	4. Share the latest evacuation plans with staff/visitors regularly	Office Staff		Plans shared every September at in every induction. Safeguarding leaflet provided by admin team to all visitors to site.
	5. To implement GREEPS and PEEPS to ensure the safety and wellbeing of pupils in the event of a fire.	Teachers/ SLT		Plans to be created within the first two weeks of academic year to ensure all pupils can exit the building securely and staff are identified to support.

Appendix 2: Questionnaire

Dear Colleague / Visitor / Parent / Carer / Specialist Advisor

As part of our continuing development and in order to maintain our statutory duties, we are reviewing the "Accessibility Plan" for the school. This allows us to ensure that we are meeting the needs of all the people who attend and visit High Point Academy.

To support us in this work, please complete the questionnaire below if you feel that we could do anything as a school which could improve the access provision we offer.

Please return all completed questionnaires to **the school office** as soon as possible and no later than

Are there any areas in school that could be changed to improve access?

Are there any additions required to support access for all?

Are there any specific times or events that present require further consideration?

Any other thoughts or comments that you feel may be relevant?

Thank you very much for your help, all your ideas will be used to improve our school.

PLEASE RETURN TO ME NO LATER THAN:

Kelly-leigh Kulyk
Head Teacher – High Point Academy