



Highbury Primary School

‘Valued as Individuals, Inspired and Nurtured as Learners’

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

ACCESSIBILITY PLAN

Highbury Primary and Nursery School’s mission is:

- To be an inclusive, safe and caring community where each member is equally valued and nurtured to develop their potential.
- To achieve academic excellence by ensuring each pupil performs to the best of their ability.
- To work together as a team with parents and carers within the community to promote rights, respect and responsibility for the benefit of all.

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. We will do this by addressing these key areas.

KEY ISSUE:	AIM
1	Improving Access to the Curriculum, including promotion of positive attitudes towards disability.
2	Improving Access to the Physical Environment for all
3	Improving Communication of Information

ACTION PLAN

KEY ISSUE: 1 Improving Access to the Curriculum, including promotion of positive attitudes towards disability.				
Target	Action Needed	Resources Required & Support From	Monitoring + Review Date	Success Criteria
1. To liaise with pre-school providers to review the potential intake annually	Identify pupils who may need additional to or different from the provision for the rest of the cohort	HT, Year R Leader, Inclusion Leader	During transition (May annually)	Procedures, equipment, resources, and support in place to meet needs.
2. To review classroom & learning environments to promote participation & independence of all pupils	Conduct learning walks of classroom & learning environments	Senior Leadership Team	Termly	All pupils are catered for appropriately & standards are high
3. To continue with staff training in the writing, implementation, review & sharing of provision maps and pupil passports	Monitor current quality of pupil passports/provision maps, interventions & identify next steps	Inclusion Leader SEND governor	Termly	Pupil passports are high quality & parents are well informed.
4. Staff training in supporting pupils with SEND, focusing on the key areas of need within the school: therapies, ASD, SALT, Social Emotional & Mental Health,	Plan ahead & book training for Inset Days & twilight sessions	Inclusion Leader	Annually	Staff feedback is positive about SEND CPD.
5. To develop bespoke pedagogy to enhance the rate of learning for SEND children	Pupil conferencing training Evaluation of intervention Training for FFT TA training EP consultations / assessments	Training delivered / sourced by Inclusion leader	Pupil progress Termly	SEND pupils attainment is closer to national average for all children All children busy learning in class

6. To develop the capacity to deliver Forest school to all	Ensure all Forest school activities are planned with individual children being able to access. Implement a whole school approach on a termly basis	First Aid training Use forest school objectives to assess against	Regularly update training for Forest school leader (every 3 years)	Ambitious, highly creative and diverse curriculum meets the needs for all learners
7. Consider pupils' assessed needs and consider any reasonable adjustments which may be necessary to enable them to participate fully.	All staff recognise and plan for the additional time and effort needed by some pupils with additional needs e.g. slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities. Monitoring of pupils with SEND during termly pupil progress meetings and reflect on the provision map.	Inclusion Leader to discuss with SLT and class teachers during pupil progress meetings	Termly	Inclusion Leader discussing disabled or impaired pupils with team working with child termly
8. To establish close liaison & communication with parents of pupils with SEND	Develop relationship & channels of communication	Inclusion Leader, support staff & class teachers	On-going	Positive feedback from parents. Purposeful SEND report reviewed regularly and remains 'real' to the school.
9. To continue to develop close liaison with external agencies	Ensure collaboration between all key personnel	All staff	On-going	Positive feedback from external agencies

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KEY ISSUE: 2 Improving Access to the Physical Environment for all				
Target	Action Needed	Resources Required & Support From	Monitoring + Review Date	Success Criteria
1. Ensure that all areas of school building and grounds are accessible for all children and adults.	<p>Ensure on-going development of school grounds includes physical and sensory access</p> <p>Include in maintenance plan for the building monitoring and development of access arrangement e.g painting step edges yellow, adding hand rails to access stairs in and around the school building.</p> <p>Regularly monitor the condition of markings & act accordingly</p>	<p>Site Manager, Inclusion Leader, Headteacher & SEND/H&S governor</p> <p>Plans</p>	<p>September annually & ongoing</p> <p>Yearly at governor's meetings. During H & S checks with H&S governor</p>	<p>Children can independently access all school areas</p> <p>Visually Impaired pupils are safe & risks are minimised</p>
2. Provide appropriate provision for pupils and parents with hearing impairments	<p>Ascertain requirements & liaise with Sensory Impairment Service. When required, move Soundfield system to classrooms as required.</p>	<p>Inclusion Leader & HT</p>	<p>On-going</p>	<p>Hearing Impaired pupils achieve successfully.</p>

3. To maintain facilities in the disabled access toilet when required. if being refurbished. - eg horizontal grab rail, position of alarm cord, position of paper towel dispenser/tissue dispenser/coat hooks	Liaise with Ray West/ Trust/LA to identify up to date requirements. Governors to budget for refurbishment.	HT /Site manager	Ongoing	Disabled access toilet meets current requirements.
4. Regularly review the door furniture of classrooms in the main school building.	Ascertain if door furniture needs to be changed & design rolling programme	Site manager, Trust & HT	Termly	Pupils can enter & leave classrooms easily.
5. To enhance play experiences for disabled children -provide additional items of equipment -provide equipment that produces sound	Purchase equipment designed specifically for this purpose/Liaise with play equipment companies to get best value/quality	HT, Inclusion Leader, PE coach/subject leader	As and when needed	All children with a disability have a sound/range of provision of engaging activities during playtime and lunch time.

KEY ISSUE: 3 Improving Communication of Information

Target	Action Needed	Resources Required & Support From	Monitoring + Review Date	Success Criteria
1. Ensure the school becomes aware of the needs/disabilities of pupils & parents/carers as soon as possible, & caters for them	Liaise closely with parents & Local Authority SEND team to be clear about pupils' needs. Develop positive relationships.	Inclusion Leader, Headteacher, Local Authority SEND team.	On-going	Procedures, equipment, resources, support in place to meet needs.

2. To review documentation on our school website to check accessibility for parents with English as an Additional Language and visually impaired	Ensure a member of staff is responsible for managing the school website. Liaise with EAL parents to understand needs. Use EMAS as necessary. Include links & graphics where possible.	Headteacher & SLT. EMAS IT support company (Rocket) who manage website/admin officer/Inclusion Leader	Annually	School meets statutory requirements. Parents find the website useful & accessible.
3. To maintain & maximise the efficient use of the school's texting service (Studybugs)	Seek feedback from parents about information they require. Ensure admin staff send messages well before events or as soon as possible.	Headteacher, admin & teaching staff.	Review annually	Studybugs service provides good value for money.
4. Make available school brochures, school newsletters and other information for parents in alternative formats, when required.	Liaise with parent governors to gain their opinions & views of leaflets. Use their input for new ones. Send out electronic leaflets/newsletters regularly. Review all current school publications and promote the availability in different formats for those that require it.	Headteacher, SLT, office staff & parent governors.	On-going	Parents and carers feel well informed. Communications with home are appropriate for receiver.

Plan agreed: March 2025

Plan to be reviewed: March 2026