Highams Park
Academy Trust

Highams Park Academy Trust

Accessibility Plan

Date of Review	SLMT Lead	Trustees Approval
30 June 2022	Richard Palmer	14 July 2022

Date of next review: June 2025

Highams Park School Accessibility Plan: September 2022 – September 2025

The Senior Leadership Team identified the priorities for the Accessibility Plan for our school in June 2022 for adoption September 2022.

Vision

At Highams Park School, we believe that everyone can succeed by working towards our school motto, Respect, Responsibility and Resilience. We are committed to providing high quality learning opportunities so that every student attains and achieves all that they are able and are committed to ensuring that all students are safe at school. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they belong and are valued. We work with our partner schools Whitefields and Joseph Clarke School for the Visually Impaired and students attend Highams Park School as part of our integration programme.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the school's Board of Trustees has had three key duties towards disabled students, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. plan to increase access to education for disabled pupils.

The School Context

We are a large, Mixed Comprehensive school, ages 11 – 18 years. The school comprises of several buildings covering a substantial site, of one or two storey construction, playground and playing field. The original school building was constructed in the 1930s and since then additional structures have extended the school facilities; youth centre 1960s, West Wing (1970s) and East Wing (1960s), South block (1990s), the P block and Sports Block (2009) and the Sixth Form centre in 2017. The layout of the school site poses some considerable access issues as it includes steep slopes and a significant level changeover approximately 8m from the front to rear of the site. There are various flights of steps that link different buildings and corridors and the main pedestrian entrance compromises of concrete steps.
The school is about to undergo and significant programme of buildings between 2023 and 2026.

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Aims of the plan

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

a) increasing the extent to which disabled pupils can participate in the school curriculum;

b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

c) improving the delivery to disabled pupils of written information.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)

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Curriculum Access

Item	Activity	Timescale
Staff training and development	CPDL training for teachers and Learning Support Assistants of Visually Impaired students takes place annually to ensure that students' needs are understood and resources are appropriately planned and adapted to ensure appropriate access. Teachers from Joseph Clarke share their expertise with us in training sessions.	Annually
Partnership with Whitefield's and Joseph Clarke	We have a long standing partnership with these schools and work with them to provide an integration programme for students in Key Stages 4 and 5. We make adaptations to resources and specialist equipment based on students' needs.	ongoing
ASDAN	The introduction of an alternative curriculum for target students at Key Stage 4. Students following this new course will gain an Asdan qualification and extra support for literacy and numeracy to boost student outcomes. through functional English and Maths exams	Annually with the completion of each cohort
SEND curriculum learning support area	The previous sixth form building has been remodelled into a specialist curriculum and support area for students with SEND. It now provides support spaces for extra reading and LSA individual and group support for students.	Completed September 2018
Curriculum resources	Both written and digital resources are adapted as appropriate to the need	Ongoing

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Learning Environment Access

Item	Activity	Timescale
Buildings constructed within the last 10 years	The new Sixth Form centre, P block and Sports block comply with the building standards set out in the DDA. This means that for people requiring access arrangements these areas can be prioritized for lessons and meetings etc.	Completed September 2016
Buildings constructed before 2007	The new Sixth Form centre, P block and Sports block comply with the building standards set out in the DDA. This means that for people requiring access arrangements these areas can be prioritized for lessons and meetings etc. The school is now part of the DfE School Rebuilding Programme. This we deliver, over the course of this plan, modern DDA compliant buildings to replace the East Wing, West Wing, Main Building, North Block and Youth Centre. The South Wing will remain and be the only building without an accessible route to the 1st floor.	Completion expected by 2025.

Movement around the site	We currently have step free access to our two main areas for visitors to the school. We also have yellow nosing lines to support our Visually Impaired students. We endeavour to develop and improve movement around the school as funds permit and depending on the specific intake of students and their individual access needs. From September 2018 handrails were installed in the remaining areas of the site to ensure that students requiring such support can access all areas of the site. Ongoing work to maintain the visibility of level changes. The School Rebuilding Programme will include work to create accessible walkways externally around the site, providing a compliant access to the P Block, Sports Block and South Wing from the main entrance. During the construction phase the school will be using temporary buildings, and appropriate adaptations will be made to them to make them accessible to all users.	

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Written Information Access

Item	Activity	Timescale
Clear and straight forward communication with parents and the community.	Information presented in variety of easy to access ways e.g. displayed on the School website, sent via email, text and by letters home. Language used is clear with any education terms/jargon avoided or clearly explained. Parent guides produced & parents' sessions run for key areas e.g. GCSE options, Induction to Year 7.	Ongoing
Better communication between home and school.	Online system to allow parents to leave messages 24 hours a day in different categories e.g. reporting absence, message for child's class teacher. Developing information on the website about staff roles and responsibilities and how to contact them via email. Firefly now provides parents with personalised daily updates on students homework tasks and online teaching resources. Arbor Parent Portal provides access to student information, including behaviour, attendance and assessment data.	Ongoing Ongoing Ongoing Ongoing