



HIGH WELL SCHOOL
Preparing for Positive Futures

Accessibility Plan 2022-2025

Policy Lead:	Senior Leadership Team
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1. Introduction

High Well is a special school for pupils aged between 11-16 years with an Education, Health and Care Plan for Profound/Severe Social, Emotional and Mental Health Needs (SEMH). At High Well we aim to prepare every pupil for a positive future. Our core purpose is to develop our pupils' academic, social and emotional skills so that each pupil leaves us ready and equipped for further education, employment or training, knows how to keep themselves safe, and is able to contribute to society.

This document outlines our Accessibility Plan as required by the Equality Act 2010. The Act makes it unlawful for High Well School to discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment;
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This Plan will be reviewed every three years and will be approved by the Governing Body.

This Accessibility Plan should be read in conjunction with the following school policies:

- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

2. Purpose

This Accessibility Plan outlines how we ensure that we are working to remove barriers to learning and access in our school for disabled pupils, staff and visitors.

The school aims to treat all its pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Accessibility Plan is structured to complement and support the school's Equality Objectives.

3. Reasonable Adjustments

High Well School aim to ensure that a disabled pupil is not put at a disadvantage compared to other pupils and will take reasonable steps to try and avoid that disadvantage.

When it is reasonable to do so, High Well will provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.

Where an auxiliary aid is not provided under the SEN system (i.e. via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.

Auxiliary aids may include: hearing loops, adaptive keyboards, and special software.

4. Aspects of the Plan

Our Accessibility Plan focuses on the following areas:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils, staff, parents and visitors

5. Responsibility

It is the responsibility of the headteacher to ensure that the school has an Accessibility Plan which matches the needs of the school and to ensure that it is available on the school's website.

Accessibility Plan

Increasing the extent to which disabled pupils can participate in and access the curriculum

Targets	Notes / current practice in school	Actions	Timescale	Person responsible
Review the curriculum to ensure it meets the needs of all pupils.	Highly differentiated already. Each pupil at High Well enters the school with an EHCP which is regularly reviewed. A teaching plan is tailored specifically to meet their needs with targets set appropriate to pupils with additional needs. Allocation within EHCP from External Agencies and High Well Staff would liaise with them regarding these specialities.	<ul style="list-style-type: none"> - Review EHCP - Set specific teaching plan - Liaise with external agencies where relevant 	Within the term that the pupil is starting	Assistant Headteacher
Use a differentiated curriculum for all pupils.				Assistant Headteacher
Track progress for all pupils inc. those with a disability.	Preparing for positive futures. This would be amended for a pupil with a disability (personalise for all pupils).	<ul style="list-style-type: none"> - Track progress in line with personalised plan - Set actions as required 	Termly	Assistant Headteacher and SENCo
Provide access to technology appropriate for pupils with a disability.	We currently provide laptops for those pupils who struggle. Particular hardware and software for pupils with disabilities.	<ul style="list-style-type: none"> - Purchase relevant equipment (software or hardware) needed for individual needs 	Within the term that the pupil is started.	Business Manager
Ensure all staff are trained in the school's teaching model.	CPD meetings held every week. Staff would get specific training based on the needs of the individuals.	<ul style="list-style-type: none"> - Hold regular training sessions (weekly CPD) - Specific training to meet the needs of individuals and EHCPs as necessary 	Weekly	Assistant Headteacher SENCo
Ensure there is a depth of knowledge within SEND staff to support any pupils with identified disabilities in school.	Liaise with relevant organisations such as SENART and more specific departments. Our SENCO is up to date with required accredited training.	<ul style="list-style-type: none"> - SENCo to attend up to date accredited relevant training - Liaise with relevant organisations when necessary 	Annually	Headteacher

Ensure all staff have access to up to date information regarding which pupils have disabilities.	All staff have access to all EHCP's through School Pod and the main system.	- Ensure all EHCPs are saved in pupil files		Business Support Officer and SENCo
School Trips	All trips are risk assessed and this would be part of that (EVOLVE) Staff attend relevant training and liaise with parents/carers.	- Risk assessment completed on Evolve - Various adaptations made relating to the individual need/s. - Training completed by staff attending the trip where necessary - Liaise with parents / carer	In the agreed timescale for the visit / trip	Jo Thompson
PE	Relevant, feasible adjustments are made. Lessons are modified to meet needs of individuals	- Risk assessment completed - Various adaptations made relating to the individual need/s. - Training completed by staff where necessary	Daily	Jo Thompson and Assistant Headteacher
Science	Audit /risk assessments are in place.	- Liaise with parents / carer and EHCP - Lesson plan modified		

Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Targets	Notes / current practice in school	Actions	Timescale	Person responsible
Ensure site / pathways are accessible and clear of any issues	Regular site inspections by Facilities Management (Frealex), clearing of leaves, snow and any debris / rubbish etc.	<ul style="list-style-type: none"> - Continuation of daily site inspections. - Continuation of monthly site inspections by School Business Manager and Facilities Manager. - Update / review risk assessment 	<p>Daily</p> <p>Monthly</p> <p>Annually</p>	<p>Frealex Facilities Management</p> <p>Business Manager</p> <p>Business Manager</p>
Exit and Fire escapes are visibly signposted and pupils are aware of where these are.	<p>Fire escapes are regularly checked</p> <p>Fire drills are regularly carried out.</p>	<ul style="list-style-type: none"> - Continuation of checks - Continuation of fire drills 	<p>Daily</p> <p>Termly</p>	<p>Frealex Facilities Management</p> <p>Business Support Officer / Business Manager</p>
Ramps provided to allow wheelchair access	<p>Risk assessment identified that the concrete ramp at the back of school needed repairing / replacing.</p> <p>Portable ramp has been purchased and is situated in the store cupboard by the fire exit / dining room door.</p>	<ul style="list-style-type: none"> - Re-tarmac the ramp at the back of school (by the rear playground) to ensure that it does not have any raised or cracked areas for H&S issues. - Reminder to staff that we have this in school and where this is situated. 	<p>Summer Term 2022</p> <p>Annually</p>	<p>Business Manager</p> <p>Business Manager</p>
Decorating the break out rooms to make them more visually engaging / calming	Local artist has been commissioned to paint murals in 5 of the break-out rooms. She will liaise with the pupils to gain their ideas and involve them in the art work.	<ul style="list-style-type: none"> - Decoration of breakout rooms 	Summer Term 2022	Business Manager / Headteacher Staff

Targets	Notes / current practice in school	Actions	Timescale	Person responsible
Improve ability to navigate around school.	Mobile ramp has been purchased and we are currently gaining quotes for re-tarmac the ramp at the back of school.	- Re-tarmac the ramp at the back of school.	Short Term	Business Manager
		- Look at improving signage around school. Making these autism friendly (coloured etc)	Medium Term	SLT
Sensory room	This would be used as part of a pupil's individual plan	- Assess EHCP and use sensory room where applicable in line with individual needs	In the term where the pupil requires this	SENCo
Library shelving at wheelchair height	New library is being installed and shelving is available in units lower down.	- Build colourful, sturdy, accessible library	Short Term	Business Manager / Headteacher
Disabled toilets	Disabled toilets are situated in school	- Assess individual pupil's EHCP for requirements.	In the term where the pupil requires this	SENCo
Car Park / disabled car parking	There is currently a car park outside High Well School but no disabled parking.	- Contact the council re disabled parking - Local authority to have several parking bays officially allocated	Short Term	Business Manager

Improving the availability of accessible information to disabled pupils, staff, parents and visitors

Targets	Notes / current practice in school	Actions	Timescale	Person responsible
Using a range of communication methods to ensure information is accessible.	Exam Access arrangements are already in place and situated with EHCPs (eg. scribes, readers, prompts etc) Large print resources / Colour requirements, braille and Pictoral or symbolic representations are used where necessary	- Review pupil's EHCP and put in communication methods necessary to ensure accessibility for individual.	In the term required	Assistant Headteacher / Business Support Officer
Visual impairments / dyslexia	Visual timetables are in place for those pupils who require this.			
Website	High Well School's website is currently written to a high-level reader (post graduate level, based on the Hemingway website).	- Assess the writing on the website and re-write to make it easier to read. - Use Hemingway website to assess	Medium Term	SLT
Handouts	High Well School has a pupil friendly version of Safeguarding / Safeguarding Policy. High Well School makes itself aware of the services available through the LA for converting written information into alternative formats.	- Review the safeguarding versions for pupils - Make available in various preferred formats where applicable	Short Term In the term required	SLT Assistant Headteacher

<p>Parents / carers are provided with information, guidance and advice which includes support for completing forms and paperwork.</p>	<ul style="list-style-type: none"> - High Well School ensures that parents/carers have direct support around; - Transport to and from school - Applying for funding - Understanding the school curriculum/pastoral systems - Signposting/ guidance from external agencies such as SENART, WESAIL and SENSS - Safeguarding - Availability of scheduled meetings to support form filling and 1-1 guidance for parents. 	<ul style="list-style-type: none"> - Transition package in place to support pupils and parents and to put in communication methods necessary to ensure accessibility for individual/parents/carers. 	<p>In the term requires</p>	<p>PSA/SENCO</p>
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