Hightown Primary School

At Hightown we work together as a school community with pride, respect, rigour and fairness. We celebrate effort, respond enthusiastically to challenges and create positive opportunities that enable everyone to achieve in every way.

Accessibility Policy		
Policy date:	September 2026	
Approved by & date	Full Governing Body	
Link school staff:	Lucie Biddle	
Link governor:	Maggie Walker	
Next review date	September 2027	

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

• Increase the extent to which disabled pupils can participate in the curriculum

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

• Improve the availability of accessible information to disabled pupils Our school aims to treat all its pupils fairly and with respect.

This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school mission statement:



Our values:



Our core values underpin everything we aim to achieve at Hightown.

These values are inclusive of all members of our school community.

Hightown JIN School is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We draw on Local Authority and any other available partnership support in implementing the plan.

Our school's complaints procedure covers the accessibility plan.

If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Senior Leadership Team and Governors.

Legislation and guidance

This document meets the requirements of **schedule 10 of the Equality Act 2010** and the Department for Education (DfE) **guidance for schools on the Equality Act 2010**.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the **Special Educational Needs and Disability (SEND) Code of Practice**, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Equality Act 2010

The Equality Act 2010 (Specific Duties) Regulations 2011

Equality Act 2010: advice for schools - GOV.UK

Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year.
- Meet with the designated member of staff for equality annually during a Governors meeting, and any other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.

Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.

Curriculum Accessibility

The curriculum will be planned thinking about all children, when required advice and support will be gathered from external agencies.

Teaching strategies will be considered and equipment in school may be adapted or purchased to ensure all children have equality of provision.

Where an activity cannot be made accessible or would be inappropriate, then an alternative, appropriate activity will made available.

Staff will receive specific training in order to fully support the child's ability to access the curriculum.

Specialist equipment may be used to increase access to the curriculum, eg:

- Books with large print
- Writing slopes
- Pencil grips
- Specialist seating
- Ear defenders
- Strength putty
- Coloured paper or overlays
- Large print/certain fonts
- Visual timetables
- PECS signs/symbol cards

Physical Accessibility

The school may need to make reasonable adjustment to the physical setting to ensure all children have access regardless of their disability.

We have some doors that are widened to accommodate both self-propelling wheelchairs and powered wheelchairs. We have ramps to ensure full access to the playground and the school building.
The school is mainly on one level and most doors do not have ramps or steps.

Staff may need to be given healthcare training to support a child with a disability. We have an accessible toilet and adjustable changing bed.

Staff job descriptions ensure they are able to accommodate the needs of disabled children.

There are two parking spaces for the parents/carers of disabled pupils on Halifax Road and we ensure that the space is not used inappropriately, or blocked by other vehicles.

Trips

- School trips will be carefully planned and well-thought out and and suitable transport provided.
- Accessible transport will be looked into depending on the needs of the child.
- Trips would be planned in advance with a prior visit/risk assessment where necessary.