



Highfields School Accessibility Plan

Date of publication: October 2025

Date of next review: October 2026

Author: MJH

Table of Contents

Section A: Accessibility of the Curriculum

1. Literacy Development
2. Curriculum Personalisation & Access
3. Provision Mapping & Student Support
4. Medical Conditions & Accessibility
5. Training on Disability Discrimination Act
6. Science Lab Accessibility

Section B: Accessibility of the Physical Environment

1. Enhancing Accessibility for Visually Impaired Students (Lumsdale Site)
2. Emergency Evacuation & PEEPs (Personal Emergency Evacuation Plans)
3. Accessibility Audit – Follow-up Actions
4. Lift and Platform Lift Maintenance
5. Future Accessibility Developments (Long-Term Goals)

Section C: Accessibility of Information

1. Website Accessibility and Compliance
2. Accessible Language in School Communications
3. Availability of Large Print / Braille Formats
4. Longer-Term Developments

Section A: Accessibility of the Curriculum

1. Literacy Development

Actions & Intended Impact:

- Restructure literacy interventions and introduce **Lexia** for all year groups, enabling students to access literacy support both at school and at home.
- Enhancement whole-school literacy awareness through **form-time projects** and a review of the form-time program.
- Introduction of **Book Buzz** for developing pupil premium readers at KS3
- **Plan for Reading Big 3 Project** launched in September 2024 to engage all staff in promoting literacy.

Timeline & Milestones:

- **Review & restructuring** of interventions – Ongoing
- **Lexia implementation** – by September 2025
- **Form-time literacy initiatives** – Begin in September 2024 and continuing
- **Plan for Reading Big 3 Project** – Staff training and rollout from September 2024 and continuing

Resources:

- Learning Support Department (staffing and tools)
- Form-time materials and activities
- Lexia software for literacy support
- Literacy Leader to have time to collate resources

Monitoring & Evaluation:

- **MJH and EB** will have strategic oversight to assess the impact of literacy sessions.
- **Student and staff feedback** through surveys and focus groups.
- **Form-time learning walks** will be conducted fortnightly to evaluate the impact of the **Word of the Week** and **Article of the Week** initiatives.
- **Big 3 reviews of Plan for Reading** and all initiatives contained within this (Reader of the Week, Big Read Days etc.) carried out termly at SLT meetings

2. Curriculum Personalisation & Access

Actions & Intended Impact:

- Review the **KS4 curriculum offer** to expand quality alternatives to GCSEs (e.g., **NCFE, BTEC, Cambridge Technical**) as needed to meet individual student needs.
- Remove option support (Study Plus) and refocus on **skills development** in English, Maths, and Science with subject specialists.
- Ensure that **access arrangements (AA)** are robust and monitored before exams, with new processes in place.

Timeline & Milestones:

- **KS4 Curriculum Review** – Ongoing (beginning in September 2024)
- **Introduction of alternative qualifications** – Ongoing
- **Access arrangement process update** – Ongoing in line with JCQ regulations

Resources:

- Research and planning time from **CLM/PRC**
- Access arrangement testing materials and tracking tools

Monitoring & Evaluation:

- **MJH, LD, HWE, and KB** will collaborate to monitor and track the effectiveness of alternative qualifications and access arrangements.
 - **Access arrangement reviews** will be conducted and updated regularly by **MJH and KB**.
-

3. Provision Mapping & Student Support

Actions & Intended Impact:

- Implement **provision mapping software** to track and share individual student learning needs, including **IPPs, EHCPs, and psychological reports**.
- Ensure that all staff have access to necessary support documents for students with additional needs.
- Reminder in visits pack to consider whether adjustments are required.

Timeline & Milestones:

- **Provision mapping software implementation** – Completed by September 2024
- **Staff training on accessing key learning documents** – Ongoing

Resources:

- Provision mapping software
- Time for **KB** to attend relevant training sessions as part of AA Qualification

Monitoring & Evaluation:

- **MJH, LD, and KB** will ensure that tracking and monitoring of learning plans remain up-to-date and effective.
 - Regular reviews and updates of individual plans and accommodations.
-

4. Medical Conditions & Accessibility

Actions & Intended Impact:

- **Adopted an EMET policy** on supporting students with medical conditions, including updated guidance on asthma with addenda added when required
- Provided staff training on **NHS protocols** for managing **diabetes, epilepsy, and the use of EpiPens**.
- Ensure medical care plans are regularly reviewed and updated.

Timeline & Milestones:

- **Diabetes and epilepsy training** – Arranged with NHS at Royal Hospital, Calow and is a rolling programme.

Resources:

- NHS training for staff on conditions like diabetes, asthma, and epilepsy
- Policy updates and review documents

Monitoring & Evaluation:

- Ensure **DP** liaises with NHS for specific training (e.g., **Diabetes training, Epilepsy training etc.**)
 - **MJH** and **KB** will ensure all care plans are up-to-date and in line with the latest medical guidelines.
-

5. Training on Disability Discrimination Act

Actions & Intended Impact:

- Provide staff with **training on Adaptive Teaching** to promote inclusive curriculum design and prevent **OSFA** (One-Size-Fits-All) strategies.
- Integrate **Adaptive Teaching** into the **Big 3 Project** (September 2024) to help staff understand and meet diverse learning needs.

Timeline & Milestones:

- **Adaptive Teaching training** – Completed by July 2025 (ongoing and will be planned into core work)

Resources:

- CPD sessions for all staff
- Time for **EB** and **MJH** to lead the planning and evaluation of staff training

Monitoring & Evaluation:

- **EB** and **SLT** will conduct **drop-ins** and **learning walks** to assess the integration of Adaptive Teaching in the classroom.
 - **DP** and **MJH** will review external visits to ensure accessibility and alignment with inclusive practices (when additional checks are required). Reminder in visits pack to check whether adjustments are needed.
 - **Review of Big 3 Adaptive Teacher** at SLT by **EB** completed termly and shared with governors through Heads Report and Governor link reports
-

6. Science Lab Accessibility

Actions & Intended Impact:

- Ensure **A-level Science curriculum** is fully accessible to all students, including those with physical disabilities or other learning needs.
- Review lab facilities and make necessary adjustments to enhance accessibility.

Timeline & Milestones:

- **Science lab accessibility review** – Ongoing, with capital project planning to begin in 2024

Resources:

- **RYA** (Head of Science) to lead facility assessments
- **EMET capital resources** for facility improvements

Monitoring & Evaluation:

- **RYA** will provide regular updates to **SLT** regarding any changes or enhancements to lab facilities.

Section B: Accessibility of the Physical Environment:

1. Enhancing Accessibility for Visually Impaired Students (Lumsdale Site)

Actions & Intended Impact:

- Extend handrails across key areas of the school
- Install yellow guidance tracks and stair-edge markings
- Add high-visibility markings to posts (e.g., in the coffee bar)

Timeline & Milestones:

- Improvements identified: **May 2025**
- Markings and handrail installations completed: **September 2018; revisited for further improvement in May 2025**

Resources:

- Funded by **Derbyshire County Council (DCC)**

Monitoring & Evaluation:

- Site staff assigned to regularly inspect markings and handrails to ensure continued suitability
 - Added to the **Operations Manager/Caretaker** work schedule; progress updates shared with **MJH** and **KB** following VI Team Visit May 2025
-

2. Emergency Evacuation & PEEPs (Personal Emergency Evacuation Plans)

Actions & Intended Impact:

- Ensure regular training and readiness for emergency evacuation, particularly for students requiring additional support
- Develop and maintain up-to-date **PEEPs** for individual students. All PEEPS are stored on the Teachers Shared drive and linked to SIMS, Provision Map and Medical Tracker.

Timeline & Milestones:

- Evacuation protocols embedded in **Learning Support training** each term
- Equipment status:
 - **Lumsdale:** Evacuation chair in Art; evac mats promised for MFL and Science but not delivered
 - **Starkholmes:** Evac mats installed on two upper floors

- DP has audited wheelchairs and replaced as required
- Evac mat training completed by **MJH** and **LD** to be cascaded to staff

Resources:

- Training time and minimal equipment funding

Monitoring & Evaluation:

- Ongoing review of PEEPs by **MJH** and **DP**
 - Audit of school wheelchairs to be arranged by **DP**
 - Review meeting held in **November 2025** to assess current procedures
-

3. Accessibility Audit – Follow-up Actions

Actions & Intended Impact:

- Address physical accessibility issues across both sites based on audit feedback:
 - Handrails
 - Lighting in car parks
 - Ramps and stair safety
 - Door width, visibility, and functionality
 - Remote-controlled door access

Timeline & Milestones:

- **GN** and site staff to complete follow-up checks
- Items added to **Site Manager/Caretaker checklist**

Resources:

- Planning and meeting time
- Minor maintenance resources

Monitoring & Evaluation:

- Ongoing checks by **GN** and site staff
 - Progress updates scheduled throughout 25-26 with termly reports given to SLT and governors
-

4. Lift and Platform Lift Maintenance

Actions & Intended Impact:

- Ensure all lifts are safe, reliable, and in good working order across both sites

Timeline & Milestones:

- Maintenance contractors:
 - **Lumsdale:** Access ETC (library and D&T lifts noted as problematic)

- **Starkholmes:** Platform lift – Access ETC; Passenger lift – **Stannah**

Resources:

- Contracts with lift servicing companies
- Operations Manager to coordinate repair and servicing schedules

Monitoring & Evaluation:

- Staff to report any faults immediately
 - Operations Manager to follow up with contractors and SLT
 - Lumsdale lifts identified as needing major work; Starkholmes lift functioning after recent repairs
-

5. Future Accessibility Developments (Long-Term Goals)

Potential Projects:

- Installation of **hearing loops** for students with hearing impairments
- Implementation of **textured surfaces** and **tactile signage**
- Improvements to make **staff areas (e.g., Starkholmes staffroom)** wheelchair accessible

Timeline & Milestones:

- To be considered as part of **EMET capital project planning**

Resources:

- **EMET planning time**
- Funding dependent on capital availability

Monitoring & Evaluation:

- Regular site reviews to assess feasibility
- SLT and site team to evaluate accessibility needs during future improvement works

Section C: Accessibility of Information:

1. Website Accessibility and Compliance

Actions & Intended Impact:

- Ensure the school website meets accessibility standards by:

- Using appropriate fonts, sizes, and graphics
- Ensuring all hyperlinks and navigation tabs are functional
- Promptly linking stakeholders to accurate and relevant information

Timeline & Milestones:

- Accessibility checks embedded into **termly SLT meetings**
- **PRC** to carry out scheduled reviews

Resources:

- Time allocated for regular website audits by **PRC** and administrative staff

Monitoring & Evaluation:

- Ongoing termly checks to ensure compliance with accessibility requirements
 - Issues identified to be addressed promptly by IT and admin teams
-

2. Accessible Language in School Communications

Actions & Intended Impact:

- Ensure all documents and communications are written in clear, accessible language
- Standardize format and presentation of public-facing documents and governor reports

Timeline & Milestones:

- Ongoing quality assurance by the staff member responsible for each document
- Review of all policies and communications prior to publication

Resources:

- Staff time allocated for communication planning and document review
- Use of standard proformas/templates to ensure consistency

Monitoring & Evaluation:

- All communications pass through a designated **gatekeeper** to ensure clarity and accessibility
 - Feedback from stakeholders to be used to continuously improve communication standards
-

3. Availability of Large Print / Braille Formats

Actions & Intended Impact:

- Ensure that key school information is available in alternative formats (e.g., **large print, Braille**) for visually impaired stakeholders

Timeline & Milestones:

- Review of current accessibility practices in consultation with the **VI (Visual Impairment) Service**
- Schedule meeting with **DCC** to assess additional support needs

Resources:

- Time for staff to consult with VI Service and DCC representatives
- Any required materials or format adaptations

Monitoring & Evaluation:

- Ongoing consultation with VI professionals to meet accessibility standards
 - Records of requests and adaptations maintained and reviewed annually
-

4. Longer-Term Developments**Potential Projects:**

- Installation of **textured surfaces** and **tactile signage** to support visually impaired users navigating the site

Timeline & Milestones:

- To be considered as part of long-term capital development projects in partnership with **EMET**

Resources:

- Planning time and capital funding (major works via EMET; minor changes maintained by the school)

Monitoring & Evaluation:

- Site audits and stakeholder feedback to inform future improvements
- Evaluation of completed works to ensure they meet user needs and accessibility standards