

Highfields School Accessibility Plan

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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 completed
- Form-time literacy initiatives Commenced September 2024
- Plan for Reading Big 3 Project Staff training and rollout from September 2024. Now part of core work

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 Power 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 refocuss 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
- Introduction of alternative qualifications Ongoing
- Access arrangement process update Completed June 2024

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.

Timeline & Milestones:

- Provision mapping software implementation Completed 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:

- Introduce a new policy on supporting students with medical conditions, including updated guidance on asthma.
- Provide 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.
- Integrated **Adaptive Teaching** into the **Big 3 Project** (September 2024) to help staff understand and meet diverse learning needs.

Timeline & Milestones:

Adaptive Teaching training – Completed 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.
- 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 begun 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: Work started Jan 2023
- Markings and handrail installations completed: Work started Jan 2023

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:
 - o Lumsdale: Evacuation chair in Art
 - o **Starkholmes**: Evac mats installed on two upper floors

- Both sites will be equipped with 2 wheelchairs by term 2 2025
- 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 January 2023 to assess current procedures

3. Accessibility Audit - Follow-up Actions

Actions & Intended Impact:

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

Timeline & Milestones:

- DP 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 **DP** and site staff
- Progress updates scheduled following May 2025 meeting

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)

o 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
 - o 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