

**Highfield Hall Primary School Disability Equality and Access Action Plan 2023 – 2026**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective** | **Action** | **Time Frame** | **Person responsible** | **Success Criteria** |
| Accessibility | Conduct an accessibility audit of school buildings and facilities to identify barriers and develop a plan to remove them | Within 6 months of the plan's implementation | MB/GB | All school buildings and facilities are physically accessible to students with disabilities |
| Curriculum Adaptation | Review the curriculum and adapt it to ensure that all students, including those with disabilities, can participate and learn effectively | Ongoing throughout the school year | SB | Students with disabilities are able to participate in all classroom activities and achieve learning outcomes |
| Staff Training | Provide menopause awareness training | Within 1 year of the plan's implementation | MB/SB | All school staff are knowledgeable about menopause issues and able to support other staff effectively |
| Assistive Technology | Assess the assistive technology needs of students with disabilities and provide appropriate technology and support | Ongoing throughout the school year | MB/JW/ES/NA/SB | Students with disabilities have access to appropriate assistive technology and support to participate fully in classroom activities |
| Inclusive Extracurricular Activities | Review extracurricular activities and make any necessary adaptations to ensure that they are inclusive and accessible to all students | Within 6 months of the plan's implementation | SRO | All students, including those with disabilities, are able to participate fully in extracurricular activities |
| Accommodation Requests | Develop clear procedures for students with disabilities to request accommodations and ensure that these requests are responded to promptly and effectively | Within 6 months of the plan's implementation | MB/GB | Students with disabilities are able to request accommodations and receive a prompt and effective response |
| Partnership with Families | Work in partnership with families of students with disabilities to address their needs and concerns effectively | Ongoing throughout the school year | SB | Families of students with disabilities feel supported and involved in their child's education |
| Monitoring and Evaluation | Monitor and evaluate the effectiveness of the plan regularly and make adjustments as necessary | Ongoing throughout the school year | MB/Governors | The plan is effective in promoting disability equality and access in the school |