



Heathfield Primary School

ACCESSIBILITY PLAN

***Our Mission Statement:
Learning together, Learning for Life***

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Policy written by	Mark Thornley
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Committee Responsible	Finance and resources

AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to show how Heathfield Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Heathfield Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The accessibility plan is integral to meeting the Heathfield intent ensuring barriers are removed so that children achieve their potential and become life long learners.

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Board continues to have responsibility for accessibility planning for disabled pupils.

This plan sets out the proposals of the Governing Board of the school to increase access to education for disabled children in the three areas required by the planning duties in the Equality Act:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

This plan will be reviewed in consultation with:

- SENCO
- Governors
- External partners

DEFINITION OF DISABILITY

'A person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out day to day activities. It covers physical or mental impairments, which includes sensory impairments such as those affecting sight or hearing. The term mental impairment is intended to cover a wide range of impairments relating to mental function, including what are often known as learning disabilities.'

(From the Disability Equality Guidance document)

PLANNING DUTY 1:

Increasing the extent to which disabled pupils can participate in the school curriculum.

We will continue to:

- Provide INSET/staff training to ensure all children within each lesson are able to access the content through appropriate adaptation and differentiation strategies.
- Audit resources within each curriculum area to support staff in delivering high quality, lessons to meet the needs of all children
- Work closely with the SENDCO to monitor provision for children with additional needs.
- Develop close working relationships between support staff and class teachers to ensure that support is fully utilised.
- Ensure equal access for children with additional needs to access clubs, school visits and extra-curricular
- activities with considerations made for pupils when planning trips and completing risk assessments.
- Ensure children feel fully supported and included within the school through close links with parents and external agencies.
- In our school we have a range of children who, with support, can access mainstream education. The needs of the
- children range from those who have severe learning difficulties (SLD), moderate learning difficulties (MLD) to children who have physical difficulties.

We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- A differentiated/adapted curriculum
- A range of support staff, in class and intervention lead
- Interactive ICT equipment
- Specific equipment sourced from occupational therapy or other agencies
- Liaison with outside agencies
- Liaison with parents.

We work closely with external agencies to support children with a range of needs including: hearing impairment, visual impairment, speech and language difficulties. Some external agencies include; occupational therapists, educational psychologist and school nurse.

On entry to school all parents complete a medical form highlighting any medical needs and physical limitations.

When appointing staff, disabled applicants are automatically given an interview, if they fulfil the person specification. If successful, where possible, the school accommodates the needs of pupils and staff by putting in place risk assessments, Health Care Plans and PEPs when required. This includes addressing needs such as allergies, severe asthma, diabetes, haemophilia and other medical conditions.

Regular parents' meetings are held throughout the year at which time any needs regarding disability can be

discussed. All parents know they are welcome to come into school at any time to discuss any changes or needs that arise regarding their child or themselves.

All parents have entrance to the school on the ground floor. There is an automatic door to support entry. Parents/Carers with disabilities (blue badge) can use the school car park at the start/end of the day.

PLANNING DUTY 2:

Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated service

As a school, we have continued to adapt our building to ensure it is accessible:
Lowered the ceilings and carpeted the classrooms to reduce noise levels and to improve the acoustics for all children.

- Automatic opening door to the main entrance of the building
- The lighting around school has been updated to improve the quality of light.
- The fire alarms have been improved to ensure they can be heard clearly in all areas of school.
- There are two disabled toilets, one in the main building and one in the First Steps building. The toilet in the First Steps building had an adjustable changing table installed in summer 2025.
- In Summer 2025, a platform lift was installed so that disabled children and adults can access KS2 (3 steps)

PLANNING DUTY 3

Improving the delivery of information to disabled children (and parents)

We will continue to

- Provide written materials in alternative formats as requested
- Provide School policies in other formats as required.
- Use the loop system installed to support children with hearing impairments

ACCESS AUDIT

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Target 1: Increase the extent to which disabled pupils can participate in the school curriculum.				
Training for staff in the identification of and teaching children with a range of disabilities or specific learning difficulties.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children with any disability are successfully included in all aspects of school life.	All staff attend appropriate training. Outreach provision from external agencies	Relevant staff SENDCO	Ongoing
Ensure quality first teaching meets the needs of all children.	All children make appropriate progress. Needs of all learners met with reasonable adjustments.	Focused teacher planning informed by assessment of individual pupil needs. Effective differentiation, adaptation, Intervention and consolidation provided promptly where necessary. PLPs half termly EHCP on a page SEND in <i>subject</i> documents	Relevant staff SENDCO	Ongoing

Classrooms are optimally organised to promote the participation and independence of all Children	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. Increase in access to the National Curriculum	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school. Dyslexia friendly classrooms (see below)	Relevant staff SENDCO	Ongoing
Ensure all children on SEND register have a PLP. EHCP on a page if relevant and provision map in place.	PLPs, EHCP on a page and provision map form a key part of the learning process	PLP EHCP on a page Provision map SENDCO to monitor	Relevant staff SENDCO	Ongoing
All extra-curricular activities are planned to ensure, where reasonable; they are accessible to all children	All out-of-school activities will be conducted in an inclusive environment. Increase access to all school activities for all children	Monitor attendance to clubs and representing school	Relevant staff SENDCO	Ongoing

Target 2: Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated service

Maintain safe access around exterior of school	Access routes around the school are level, clear and safe	Ensure that pathways are kept clear Make sure grounds Maintenance contractors know which areas to priorities Reinforce the Heathfield one-way system	Site Manager/SBM	Ongoing
Personal hygiene and medical issues are dealt with paying full attention to the safety all concerned	Children are able to take medication in a safe, designated space. Children requiring toileting support have a safe, dignified place.	Clear plans, identifying where children will take medication/toileting.	All staff	Ongoing

Continue to ensure all disabled pupils/staff/visitors can be safely evacuated	All disabled pupils and staff working alongside them are safe in the event of a fire.	Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties is in place. Ensure all staff are aware of their responsibilities.	SEND CO Relevant staff	Ongoing
All fire escape routes are suitable for all and incorporates appropriate capacity for disabled children	All disabled staff, pupils and visitors able to safely leave the building in case of a fire	Make sure all escape routes are clutter free and suitable for all children	Site manager All staff	Ongoing
Fire alarms	Fire alarms currently auditory alarm in place New upgraded fire and security alarm installed	Visual fire alarms are installed	Site manager	September 2027 ACTIONED AND COMPLETED JULY 2025
Ensure accessibility of access to IT equipment including support for hearing impaired where required	Hardware and software available to meet the needs of children as appropriate	Alternative equipment in place to ensure access to learning. Loop system in place to support hearing-impaired children Advice from external agencies regarding information to the visually-impaired	SEND CO Relevant staff	Ongoing
Number of storeys	School is all on one storey, however, parts of KS2 can only be accessed by getting up three steps. There is a platform lift to support people with disabilities to access The new First steps building can be accessed by wheelchairs	Lift has been replaced	HT/SBM and site officer	July 2025 ACTIONED AND COMPLETED JULY 2025

Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre New hard floor installed in KS2 to support wheel chair users	Corridors to be tidy and free from obstructions	All school staff	Ongoing ACTIONED AND COMPLETED JULY 2025
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	Doors are accessible for all.	Site manager	Ongoing
Target 3- Improve the delivery of information to disabled pupils (and parents)				
Children with Visual Impairment are able to access classroom resources.	Children with Visual Impairment will be able to access the curriculum fully.	Continue to liaise with the Sensory Support Service to identify the equipment/modifications that are required.	SENDCO Relevant staff	Ongoing
Dyslexia friendly classrooms	School is organised, clear and 'under' stimulating	Classrooms are dyslexia friendly, century gothic 72 is the font used Displays are clear and minimal so the key information stands out Front of classrooms are distraction free Use of widgit symbols and signalong to support with communication	Class teachers SENDCO	Ongoing
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	Understand parents/carers POV	At least annual surveys	Leadership	Ongoing
The use of an electronic method of reporting/sharing information to parents	Parents/carers can access information	Newsletters and letters are sent electronically and can be translated Electronic translator at school	All staff	Ongoing

