



Heathfield Primary School

ACCESSIBILITY PLAN

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

Chair of Governors	Zulfi Jiva
Headteacher	Mark Thornley
Policy written by	Mark Thornley
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Date of next review	October 2024 (Full review October 2024)
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 pupils 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.

Heathfield is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We support any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

DEFINITION OF DISABILITY

According to the Equality Act 2010 a person has a disability if

- a) He or She has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

DOCUMENTS AND POLICIES

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Policies
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Development Plan

TRAINING

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

PLAN AVAILABILITY

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office Review

EVALUATION

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Heathfield will address the priorities identified in the plan. The plan is valid for three years, November 2021 – November 2024. It is reviewed annually

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

AIM	CURRENT GOOD PRACTICE (NOT AN EXHAUSTIVE LIST)	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Heathfield Primary offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain children are able to access the curriculum fully.</p> <p>Targeted children have bespoke PLPs (Personalised learning Plans) and/or Health Care Plans</p> <p>Teaching Assistants are line managed by the SENCO/AHT providing targeted interventions.</p> <p>Heathfield buys into the Premier Ladywood Package to provide targeted support, interventions and CPD for all staff.</p> <p>Curriculum resources represent diversity</p>	<p>Training for specific staff to meet individual needs</p> <p>Dyslexia friendly award</p> <p>Use of ICT equipment to remove barriers</p> <p>Review teaching and learning of PE for child that used a wheelchair</p>	<p>Audit of CPD needs</p> <p>Achieve Dyslexia friendly award</p> <p>CPD into T and L strategies used in quality first teaching to provide an inclusive classroom</p> <p>Curriculum development</p>	<p>SENCO/AHT</p>	<p>December 2022</p>	<p>Strengths and areas for development for individual staff</p> <p>Teaching Assistants are experts in the interventions they deliver</p> <p>Development evidence demonstrates that pedagogy is inclusive and ICT is used to remove barriers</p>

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Ease of access to fire exits • Disabled toilets and changing facilities • Specific children have specific equipment and setting arrangements which have been implemented to support their needs • Smooth transition occurs in Sept to new classes and implement new ideas for new pupils. • PEPs in place for targeted children • Equipment installed to support hearing impaired children 	<p>Yellow lines can be included where necessary in playground to guide children</p> <p>To improve the access into the KS2 part of the school (internal and external)</p> <p>Furniture is arranged so that all children can access e.g. Library shelves</p> <p>Adequate lighting across school</p>	<p>Yellow lines added</p> <p>School plans to improve access to designated KS2 over successive financial years.</p> <p>Audit of furniture layout. Consider design of future spaces e.g. library area</p> <p>LED light roll out over successive financial years</p>	<p>HT, SBM, Site officer</p> <p>SENCO/AHT</p>	<p>December 2022</p> <p>December 2023</p>	<p>Lessons start on time/seamlessly without the need to make adjustment to accommodate the needs of individual pupils.</p> <p>Improved access to children/adults that use a wheelchair</p>

AIM	CURRENT GOOD PRACTICE (NOT AN EXHAUSTIVE LIST)	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Visual timetables are used complete with widget symbols • Now/Next boards for specific children • PEX cards for specific children 	<p>To improve signage around school including visual clues to aid visually impaired and EAL. E.g. Resources labelled with widget symbols</p> <p>Key information is provided in different languages / methods and written in plain English</p>	<p>Audit current signage and write action plan</p> <p>Gradually replace written signs including symbols</p> <p>b) Put symbols onto displays to enhance text</p> <p>Consider alternative ways to ensure communication is effective</p>	<p>SENCO/AHT HT SBM/ Site officer</p>	<p>December 2023</p>	<p>Every one can understand signage and find way around school.</p> <p>Increased confidence of parents of disabled children and those with SEN to support their children's education.</p> <p>Parents/carers feel confident in the information they have about the school</p>

ACCESS AUDIT

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys	School is all on one storey, however, parts of KS2 can only be accessed by getting up three steps. There is an internal lift up the three steps but this has been decommissioned.	Lift to be reinstated/replaced	HT/SBM and site officer	September 2023
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	N/A
Signage	Some signage around school. Some external signage needs changing.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	HT/SBM and site officer	September 2023
Fire alarms	Fire alarms Currently auditory alarm in place	Visual fire alarms are installed	Site manager	September 2023
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	N/A
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager	On going

