



Heathfield Primary School

ACCESSIBILITY PLAN / EQUALITY SCHEME

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

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Headteacher	Mark Thornley
Policy written by	Mark Thornley
Date approved by governors	October 2021
Date of next review	October 2022
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
- Anti bullying policy
- Emergency plan

- 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.

ACCESS AUDIT

The school is a single storey building with wide corridors and multiple access points from outside.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a push button electrically operated external door and a low reception hatch, both of these being fully accessible to wheelchair users. There are disabled toilet facilities available.

The school has internal emergency signage and escape routes are clearly marked, this includes signage which indicates which escape routes are appropriate for wheelchair users. Designated staff are trained in the operation of a "Hoist". Training is reviewed annually.

Possible areas to be improved within the limitations of this building are:

- The lighting all around the school is being updated on a rolling programme
- Widening the pathways around the outskirts of the site.

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
External paths ways	Some external pathways need to be extended	Extend external pathways at that joining the playground around school	SBM/HT	On going
External lighting	Lights are required on the KS2 side of school for when parents collect from after school clubs	Install lighting	SBM/HT	2022

Access to Curriculum

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

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

AIM	CURRENT GOOD PRACTICE (NOT AN EXHAUSTIVE LIST)	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<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>	SENCO/AHT	December 2022	<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>

AIM	CURRENT GOOD PRACTICE (NOT AN EXHAUSTIVE LIST)	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<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>Improve outdoor environment</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 role out over successive financial years</p> <p>Update playground markings/trim trials, improve drainage on grass/install fake grass</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 communicating is effective</p>	<p>SENCO/AHT HT SBM/ Site officer</p>	<p>December 2023</p>	<p>Everyone 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>

The next disability equality plan in 202 will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Race Equality Plan 2021 - 2024

Introduction

This plan sets out how Heathfield Primary School will work to promote race equality.

Impact Assessment

In regard to the general duty under the Race Relations (Amendment) Act 2000 the SLT and Governing Body regularly review and monitor procedures and policies, including the Race Equality Plan. This plan (2021-2024) addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Local Authority procedure for reporting racist incidents involving pupils in schools.

Action Plan to address the General Duty to promote race equality

Actions	How & When?	By whom	Resources & cost	Evidence that it is completed & monitored
Inform school community of the existence of the Equality Policy	Publicise on school web page. Staff meeting agenda item and place updated staff copy in staff policy file Summer Term	Head Teacher Chair of Governors	Time	Sample of new parents questioned that they have seen this on the web page. Staff Meeting minutes
Ensure all new staff and volunteers are aware of the procedures for recording and reporting racial incidents	Part of the Induction procedure for new staff.	Head Teacher SENCO TLR	Time	Understanding by staff and volunteers of what constitutes a racist incident, and how to act in the event of one.
Continue to develop more links with local schools within cluster	Continue to involve school council in developing pupil voice within cluster. Use positive images of multicultural society Fair-trade	SENCO Class teachers	Time	Children more aware of local issues. Displays in school reflect a multicultural approach
Continue to provide opportunities for children to visit places of importance in multicultural society	Continue to plan trips to church, mosques & synagogues. Relevant to curricular theme studying	RE subject leader	Time and WOW visit cost	RE Subject Leader to monitor.
Celebrate the different cultures within school.	Assemblies, curriculum, parties (e.g. Christmas, Eid, Diwali etc.)	SLT	Time	Head Teacher's report to Governors

The next race equality plan in 2024 will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Gender Equality Plan 2021-2024

This plan sets out how Heathfield Primary will work to address the General Duty to promote gender equality.

This plan addresses our Specific Duties under the Equality Act 2010.

Action Plan to address the Gender Equality Duty

Areas to be considered for their Gender Equality relevance	Actions	By whom?	Resources & cost	Evidence it has been completed
Employment Issues <ul style="list-style-type: none"> - Staff Recruitment - CPD/training - Conditions 	Be aware of, and adopt, LA policies that have been changed	Governors and Head	Audit who does what, and costs Safe Recruitment and Selection training provided to ensure avoidance of bias/stereotyped assumptions in selection and interviewing procedures	Monitoring of applications carried out by governor appointing (as needed)
Teaching and learning	Ensure all staff understand possible different gender-related learning styles	Head Teacher & SLT	Staff training sessions	Lesson observations comment on a variety of learning styles
Assessment	Ensure all staff understand a range of assessment methods to ensure pupils knowledge, abilities and needs are more accurately assessed	Head Teacher & Assessment subject leader	PPA time	All groups are making required progress

Behaviour, including sexual/gender harassment and bullying	There is an agreed set of procedures which is understood by all staff. All incidents of sexual harassment and bullying are dealt with following the school's agreed procedures. Incidents monitored	Head Teacher PSHE subject leader	PSHE and Computing promote understanding of what constitutes sexist bullying and harassment and helps promote gender equality	Questionnaires from children
Governing body	Ensure equal/proportionate gender representation, including senior positions where possible	Head Teacher	Encourage attendance at training at school for under-represented gender	Governing body to monitor CPD attendance in school from Head Teacher report. Termly
Curriculum	Ensure sexist assumptions and gender stereotypes are discussed and challenged in materials and schemes of work as necessary.	Subject Leaders Staff	Awareness raised at staff briefings Cost: resources purchased by subject leaders/ SBM	A Broad and balance curriculum is in place.
Partnerships with parents and community	Ensure fathers/male carers can participate as fully as possible in their children's education Ensure that consultation with local community (including faith groups) includes consultation with both female and male community representatives	Head Teacher All Teachers SLT Learning Mentor	-	
SEN	Monitor all elements of SEN register by gender, assess and take any necessary action	SENCO	Management time	Evidence shared at Finance and Resources

The next gender equality plan in 2024 will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors