



Heathlands Church of England Primary School 2023-24



Policy: Accessibility Policy

Adopted by the Governing Board: October 2023

To be Reviewed: October 2027

Vision

Helping Everyone to Shine their Light

Values

Trust

Respect

Enjoyment

Courage

Kindness

Theological Underpinning

'You are the light of the world. A city on a hill cannot be hidden. **Shine your light** before all that they may see your works and then praise your Father in heaven.'
Matthew 5v14-16

Purpose of the Plan

Heathlands C of E 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.

Heathlands C of E Primary School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Definition of Disability

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equality

Act ‘substantial’ means ‘more than minor or trivial’.

‘Long term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

All those with any serious medical condition which affects their daily lives are included Legal Background Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation.

The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in three areas:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;**
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;**
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.**

Documents and policies

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

- Health and Safety Policy
- Inclusion Policy
- Relationships and Behaviour Policy
- School Development plan
- Site Development plan

Curriculum –Our Current Position

Increase access to the curriculum for pupils with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

We believe that we have made good progress in the following areas:

- Advanced planning for students based on good information from Pre school feeders/ partners
- Liaison with external services and agencies regarding individual pupils
- High quality One Plans
- Providing tiered intervention
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ laptops etc.)
- Developing high quality learning and teaching across the school
- Using the Engagement model where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations
- School working with specialists to ensure our curriculum remains accessible for pupils with disabilities
- Ensuring that school visits and trips are accessible for all pupils as far as possible
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work, etc.

- Learning Mentors and 'buddy' systems
- Development of support and understanding between colleagues in working with pupils with disabilities
- CPD to support knowledge and understanding in working with pupils with disabilities.

Physical Access – The Current Position

- Most of the building is wheelchair accessible
- Disabled parking spaces (one staff and one visitor) in the main car park
- Accessible toilet facilities (staff and children) available within the school
- A physical environment that is safe and welcoming
- Sound system in the hall
- School kitchen and tuck shop that can cater for specific dietary needs.
- PE benches edges painted for ease of vision

Written Information – The Current Position

- Visual timetables are used in all classes and for individual pupils
- Enlarged print is available for children, staff and families
- Overlays/coloured books are provided to children
- Coloured backgrounds on all presentations to support visual stress for all
- All policies/news lines are on the school website or a hard copy is available from the school office
- Upon request, large print is available for all documents

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 on the school's website
- Paper copies are available from the front office

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached are a set of action plans showing how Heathlands C of E Primary School will address the priorities identified in the plan. The plan is valid for three years 2023-2026.

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 Practice	Actions			Person responsible	Date
		Short	Medium	Ongoing		
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> All subjects differentiated to ensure we have an inclusive curriculum using Ordinarily available Our curriculum prepares pupils for life in a diverse society Subjects celebrate and respect diversity and challenge discriminatory behavior and language wherever and whenever it occurs Images and themes are used that positively reflect a range of cultures, identities and lifestyles Pupil progress is analysed in a number of groups to reflect age, gender, ethnicity, ability and social background Displays around the school reflect diversity across all aspects of equality Acts of Worship and Assemblies cater for pupils social, moral, spiritual and cultural needs Pupils are given an effective voice through every child being part of a pupil voice group, as well as the School Council, Pupil perception surveys and suggestion boxes with regular opportunities to engage with pupils about their learning and life at the school Positive role models are used throughout the school to ensure that different groups of pupils feel welcome and 	Resources allocated swiftly to any pupil who has a specific learning need.	Observations of lessons as well as observations of children by specialists to ensure reasonable adjustments are in place.	Continue to take every opportunity to celebrate our cultural diversity within the curriculum we offer.	MC	Ongoing
		Share best practice in including children with disabilities in PE lessons. Information shared with PE coaches.	To enable pupils to use alternative means of recording/reporting by using ICT equipment and other forms of technology.	Continue to follow the 'International Schools' ethos developed including our relationship global communities	SLT - GM Class teachers	Spring 24 Termly
		Continue to monitor all pupils progress and attainment and tailor specific intervention as required. Continue to promote positive attitudes towards all groups of people			All staff	Ongoing

	<p>included</p> <ul style="list-style-type: none">• Pupil progress meetings are conducted on a termly basis to ensure the needs of every child is being met• School working with specialists to ensure our curriculum remains accessible for pupils with disabilities					
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<p>Access to physical environment and provision of the school</p>	<ul style="list-style-type: none"> • Single storey building allowing easy access to all facilities • Ramped access to the majority of school • Disabled toilet facilities • School kitchen and tuck shop that can cater for specific dietary needs. • PE benches edges painted for ease of vision • Disabled car parking space in staff car park for staff and one space for visitors • Staff trained to assist pupils with specific medical needs • Access to counselling and other mental health services available to adults and children • Access available to a highly qualified SENCO and other professional organisations, i.e. speech and language therapists, counsellors, learning mentors • All staff made aware of any children with medical needs, dietary needs and disabilities through photograph poster supplied to all staff • Specific children have specific equipment and setting arrangements which have been implemented throughout the year. • Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils. • Meetings to be held with all new parents/carers to assess all children's Needs 	<p>To widen pathway by Key stage 1 playground for access.</p> <p>Investigate improvements to access to the school through the doors near the SEN room – weight of hall doors</p>	<p>To create ramped access to all classrooms</p> <p>To investigate an additional disabled parking space on a road near to the school alongside Parish Council</p> <p>To ensure disabled toilet is DDA compliant (rails/emergency pull cord).</p> <p>To install additional disabled facilities for pupils in the EYFS/Infant part of the school</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.</p> <p>Based on the outcomes of termly premises tours and the asset management plan, and if finance is available, implement any recommendations</p> <p>Ensure access through corridors at all times.</p> <p>Service disabled toilet as needed.</p>	<p>Site team</p> <p>Site team</p>	<p>Spring 24</p> <p>TBC</p>
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<p>Written information to all pupils/parents</p>	<ul style="list-style-type: none"> • If required, interpreters and signers to be made available for parent meetings and event • Parents and carers have a voice through parent forum discussions and meetings • Enlarged print is available for children • Overlays/coloured books are provided to children 	<p>Review Emergency evacuation access signage.</p>	<p>To improve signage around school including visual clues to aid visually impaired, EAL and wheelchair users</p>	<p>If a specific need for a parent, carer or child is identified support will be put into place as soon as possible</p>	<p>Site team</p>	<p>Spring 24</p>
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	<ul style="list-style-type: none"> • Texts provided are printed onto colour paper to help children and staff to read texts more easily • Suitable technology is made available swiftly if required • Books in other languages are provided for children, if necessary • Daily visual timetables in all classes 					
Increased access for Staff and Visitors						
	<ul style="list-style-type: none"> • Enlarged print is available • Texts provided are printed onto colour paper/enlarged to help to read texts more easily • Suitable technology is made available swiftly if required • If required, interpreters and signers to be made available for parent meetings and event • All staff made aware of any staff with medical needs, dietary needs and disabilities • Access to counselling and other mental health services available to adults • Disabled car parking space in staff car park • Staff trained to assist staff with specific medical needs • Single storey building allowing easy access to all facilities • Ramped access to the majority of school • Disabled toilet facilities 	<p>To widen pathway by Key stage 1 playground for access.</p> <p>Investigate improvements to access to the school - weight of entrance hall doors.</p> <p>Review Emergency evacuation access signage.</p>	<p>To create ramped access to all classrooms</p> <p>To investigate an additional disabled parking space on a road near to the school alongside Parish Council</p> <p>To ensure disabled toilet is DDA compliant (rails/emergency pull cord).</p> <p>To install additional disabled facilities. To improve signage around school including visual clues to aid visually impaired, EAL and wheelchair users</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.</p> <p>Based on the outcomes of termly premises tours and the site management plan, and if finance is available, implement any recommendations</p> <p>Ensure access through corridors at all times.</p> <p>Service disabled toilet as needed.</p>	<p>Site team</p> <p>Site team</p> <p>Site team</p>	<p>Spring 24</p> <p>TBC</p> <p>Spring 24</p>

				If a specific need for a parent, carer or child is identified support will be put into place as soon as possible		
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