



Heron Park Primary Academy & Nursery  
Quality, excellence and passion.

# Accessibility plan

<b>Approved by:</b>	LAB	<b>Date:</b> May 2023
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<b>Last reviewed on:</b>	May 2023
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<b>Next review due by:</b>	May 2025
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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

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 structured to complement and support the school's Equality Objectives and will similarly be published on the school website. Heron Park Primary Academy is dedicated to ensuring that our environment, and full curriculum, values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

## 2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

The following action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improve and maintain access to the physical environment.

Target	Action	Who?	When?	Outcome
<p>To be aware of the access needs of disabled children, staff, Trustees and parents.</p>	<p>Continue to create Individual access plans for pupils as part of the Health Care Plans consultation. Health Care Plans shared.</p>	<p>SENCo</p>	<p>Ongoing (as and when required)</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p>
	<p>Where the accessibility of a child or member of staff changes, individual risk assessments are completed.</p>	<p>SENCo/Office Staff and Health and Safety Coordinator.</p>	<p>Ongoing (as and when required)</p>	<p>All staff and Trustees are confident that their needs are met.</p>
	<p>Regular checks are made on Arbor to ensure that accessibility needs are up to date.</p>	<p>SENCo</p>	<p>Ongoing (as and when required)</p>	<p>Continuously monitored to ensure that any new needs arising are met.</p>
	<p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school becomes physically impaired (pupil or adult). All staff working with a child are aware of PEEP through SEND meetings.</p>	<p>SENCo team</p>	<p>Ongoing (as and when required)</p>	<p>PEEPs are prepared and reviewed as individual needs change. Staff are aware of the PEEP in place.</p>
	<p>To access the carpark/get the attention of the school office, a notice on the external gate is displayed (including a phone number) so that there is no need for an individual to leave their vehicle to gain the attention of the office.</p>	<p>Office team</p>	<p>Term 5 2023</p>	<p>Anyone visiting the site with a disability can access the school office without leaving vehicles.</p>
	<p>Reminders sent to Parents/Carers via newsletters regarding accessibility.</p>	<p>SLT/Headteacher</p>	<p>Termly</p>	
	<p>SEND section of the website updated with details about accessibility.</p>	<p>SENCo</p>	<p>September 2023 to the end of term 2 2023/2024</p>	

<p>Maintain safety for visually impaired people.</p>	<p>Clear record of any child or adult with visual impairment.</p> <p>Create an audit of the environment based on the individual needs of the pupil. Include adaptations in Health Care Plan.</p> <p>Internal steps on school site to have yellow strips on them (within the school building).</p> <p>Exterior lights are regularly checked. Any bulbs blown are immediately replaced.</p>	<p>SEND team.</p> <p>SEND team.</p> <p>Site Manager</p> <p>Site Manager</p>	<p>Ongoing as required.</p> <p>Ongoing as required.</p> <p>Term 6 2023</p> <p>Ongoing (as required)</p>	<p>Pupil voice shows that visually impaired pupil feels safe on the school grounds.</p> <p>Yellow edging in place to support children move around the school building/internally.</p> <p>Lighting continues to be consistent across the school.</p>
<p>Ensure there are enough fire exits around school that are suitable for people with a disability</p>	<p>Daily health and safety checks of the school and its surroundings.</p> <p>Ensure staff remain aware of need to keep fire exits clear.</p>	<p>All staff</p> <p>Health and safety team</p>	<p>Ongoing</p>	<p>All disabled personnel and pupils have safe exits from school.</p>
<p>Monitor and maintain effective whole school evacuation</p>	<p>Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).</p> <p>Children to have Personal Emergency Evacuation Plan (PEEPs) as needed.</p>	<p>SENCo team and class staff</p>	<p>Ongoing (as required)</p>	<p>All disabled personnel and pupils have safe exits from school.</p>

Improve access to the curriculum

Target	Action	Who?	When?	Outcome
<p>Ensure all groups of pupils access to learning in class provision is of a high quality and takes into account individual learning needs.</p>	<p>Review SEND children's access to curriculum within class sessions with publication of Quality First Teaching expectations and an agreement on Universal Provision (strategies to enable SEND pupils to access the curriculum).</p> <p>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring of quality of education from SLT and SENCo.</p> <p>Liaise with external professions e.g., SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>	<p>SENCo</p>	<p>Ongoing (as required)</p>	<p>All pupils have equal access to a broad and balanced curriculum.</p> <p>Progress for all groups of pupils is strong. Outcomes between groups of pupils narrows and is in line with the National Average.</p>
<p>Ensure all staff (Teachers, TAs and INAs) have access to specific training regarding supporting children with additional needs e.g., ASD, ADHD, dyslexia, and dyspraxia</p>	<p>Use staff voice (inclusive of appraisal opportunities) to identify training needs and inform Professional Development process. Provide opportunities for all staff to access training. Ensure training for new staff and updates for all staff.</p> <p>Engage with Communication, Learning and Autism Support Service (CLASS) to provide ongoing CPD for staff.</p> <p>Monitor provision within lessons and evaluate impact interventions/adaptations are having on outcomes for individual pupils.</p>	<p>SENCo/SLT and Class teachers.</p>	<p>Terms 4/5/6 2023. Periodic training for staff planned into SEND improvement plan.</p>	<p>Raised confidence of staff in strategies for making all learning accessible and supporting children with additional needs.</p> <p>Accelerated progress for pupils where additional needs have been identified.</p>
<p>Ensure all staff are aware of disabled children's curriculum access.</p>	<p>Ensure passports/individual plans for disabled children are in place. These are accessible to all staff.</p>	<p>SENCo/Class teachers</p>	<p>Ongoing, updated as appropriate but at least annually.</p>	<p>All staff aware of individual children's access needs.</p>

Ensure selected staff are trained in Makaton and use this to support communication with identified pupils.	<p>Staff access Makaton training.</p> <p>Makaton signs are periodically taught to staff. Introduce, where appropriate, Makaton signing in assemblies (e.g., when learning new assembly songs).</p> <p>Makaton signs are taught to pupils through the curriculum.</p>	SENCo and selected staff.	Ongoing	<p>Staff are confident in using different methods of communication with pupils.</p> <p>Pupils learn Makaton signs throughout the curriculum and employ them where appropriate.</p>
All school visits and trips are (and continue to be) accessible to all pupils.	<p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability.</p> <p>Ensure staff are fully briefed with regards to children with SEND and specific adaptations in place to enable them to access visits.</p>	SENCo Health and safety team SLT	Ongoing (as required)	All pupils can access all school trips and take part in a range of activities
To continue to ensure PE is accessible to all pupils.	Review PE curriculum to include disability sports.	Sportitude Teaching and Learning team SENCo	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in whole-school events. e.g: school events, lunchtime and after school activities	<p>Ensure whole school events can be adapted to include all children.</p> <p>Discuss with staff who run out of school clubs, and people running other clubs after school. Review adaptations and support required to ensure pupils can attend.</p>	SENCo SLT	Ongoing (as required)	Disabled children feel able to participate equally in out of school activities.
Ensure all staff have specific training on disability issues	<p>Identify training needs at regular meetings.</p> <p>Provide ongoing CPD to address areas of need.</p>	SENCo SLT	Ongoing (as required)	Raised confidence of support staff

<p>To continue to improve communication with Parents</p>	<p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website. .</p> <p>Parents meet regularly with SENCO to access further support and advice.</p> <p>Ensure that the annual report to parents of SEND is accessible and informative for all parents within the school community.</p>			<p>Parent/school communication is strong.</p> <p>Parents confidently contact SENCO for support and advice.</p>
<p>Continue to review provision across the setting, making adaptations to our daily practice.</p>	<p>Children are given opportunities to share their concerns, their views, and their ideas. Current opportunities include small group discussions, 1:1 pupil voice session and our school Rainbow Group sessions.</p> <p>Adaptations to Pupil Voice materials/meetings are made where appropriate to ensure all pupils continue to be able to share their views.</p>	<p>SENCo and class teachers</p>	<p>Ongoing (as required)</p>	<p>Children's voices are heard and acted upon.</p>

## **4. Monitoring arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently, if necessary. It will be reviewed by the Local Academy Board (Governors), the Senior Leadership Team, SENCo and the Headteacher.

It will be approved by the Local Academy Board and the Headteacher.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND Policy
- Supporting pupils with medical conditions policy