

# Accessibility Plan



**Approved by:**

**Date:** November 2025

**Next review due by:** November 2027

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## Intent

At Heron Park, we are committed to the success of every child—**Every Child, Every Moment, Empowered to Achieve**. Our vision is to empower children to reach their full potential and strive for excellence in all they do.

Guided by our school motto—**"We care, we play, we grow and always try our best"** pupils are nurtured in an environment that values kindness, curiosity, and ambition.

We foster a love of learning by creating engaging, supportive spaces where children feel inspired to explore, question, and grow. Through high-quality teaching and a culture of encouragement, we help every child become confident, capable, and ready to thrive in an ever-evolving world.

We are committed to creating a culture where every child is valued, respected, and supported to thrive. Whatever the abilities or needs of our pupils, we believe in equality of opportunity and dignity for all. Our community celebrates diversity through our core values, ensuring that every member understands, experiences, and appreciates the richness it brings.

## **1. Aims**

Heron Park Primary Academy is committed to making sure every child can access learning and school life fully and fairly. By law, under the Equality Act 2010, all schools must have an Accessibility Plan. Ours focuses on three key areas:

**Curriculum Access:** Helping pupils with disabilities take part in all lessons and learning opportunities.

**School Environment:** Making our buildings and grounds easier to use so pupils with disabilities can benefit from everything our school offers.

**Accessible Information:** Ensuring that important information is available in formats that meet the needs of pupils with disabilities.

We believe every child should be treated with respect and given equal opportunities. Our Accessibility Plan supports our Equality Objectives and is available on our school website. We aim to create an inclusive environment where pupils, staff, parents, and visitors feel valued, whatever their needs.

We also make sure our staff receive training on equality and disability awareness, and we work with partners to keep improving our approach.

## **2. Legislation and Guidance**

This plan follows the requirements of the Equality Act 2010 and guidance from the Department for Education.

The law says someone is considered disabled if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal daily activities.

Long-term means a year or more.

Substantial means more than minor or trivial.

This includes sensory impairments (such as sight or hearing difficulties) and long-term health conditions like asthma, diabetes, epilepsy, or cancer.

Schools must make reasonable adjustments to remove barriers for pupils with disabilities. This could mean providing extra equipment or changing parts of the school building to make access easier.

Our Accessibility Plan meets these legal requirements and is part of our school's wider policies and commitments.

### **3. Access Audit**

Heron Park Primary Academy provides education for children aged 2 to 11 years. The school is predominantly on one level, ensuring easy access for pupils, staff, and visitors. There is one section of steps leading to the upper Key Stage 2 classrooms; however, this area also benefits from a flat entrance, maintaining accessibility for all.

The school has wide corridors and multiple access points from outside, all fitted with wide doors. Entrances to classrooms support wheelchair users and those with mobility needs. The main entrance includes a secure lobby with a low-level reception hatch, designed to be fully accessible. On-site parking includes dedicated disabled bays for staff and visitors. Nursery provision and intervention spaces are located in single-story areas which are all accessible. All communal spaces, including halls are on the ground floor.

Although this plan has been created now, it will be reviewed regularly to ensure it remains effective and relevant. We are committed to making further adjustments to our physical environment whenever new needs arise, so that our school continues to be fully accessible for all pupils, staff, and visitors.

### **4. Management, Coordination, and Implementation**

Heron Park Primary Academy's Accessibility Plan has been developed through consultation with staff, governors, parents, and pupils. It informs other school planning documents and policies and will be reviewed annually to monitor progress and outcomes.

The plan will be approved by the Local Academy Board every three years and published on the school website. We will continue to develop staff awareness and understanding of accessibility issues through regular training and consultation.

Improve and maintain access to the physical environment.

Target	Action	Who?	When?	Outcome
Ensure playground equipment includes inclusive options for children with physical or sensory needs.	<p>Introduce OPAL play across the school</p> <p>Launch the OPAL (Outdoor Play and Learning) scheme to provide a variety of play experiences that support different learning opportunities for all pupils.</p> <p>Make OPAL equipment easy to identify</p> <p>Label all OPAL play equipment using school-wide <i>Communicate in Print</i> symbols and include enlarged print to ensure accessibility for all children.</p> <p>Create a sensory garden with the Eco Warriors.</p> <p>Work alongside the Eco-Warrior team to design and develop a sensory garden within the school grounds, offering a calming and stimulating space for pupils.</p>	<p>SLT and School Staff</p> <p>OPAL team and Site Manager</p>	<p>Launch with the OPAL Mentor in November 2025. Full implementation planned for November 2027.</p> <p>From November 2025 with full implementation planned for July 2026</p> <p>Launch in January 2026 with implementation planned for November 2027.</p>	

Improve access to the curriculum

Target	Action	Who?	When?	Outcome
Improve Curriculum Access for Pupils Working Below KS2 Expectations	<p>Implement the Aurora 5 in 5 to help further strengthen lesson structure for pupils who are working below KS2 expectations.</p> <p>Set up an Alternative Provision- The Meadow- a classroom where pupils who are struggling to access learning can attend to relearn 'learning to learn' strategies.</p>	<p>SLT</p> <p>SENCO</p>	<p>This began in Term 6 2025 but continues from November 2025 with ongoing impact reviews up to July 2026.</p> <p>Trial in November 2025 (end of term 1 and term 2) with full launch in January 2026.</p>	

<p>Further strengthen support for pupils who are non-verbal.</p>	<p>Develop the Woodland Room as an alternative learning space  Establish the Woodland Room as a nurturing environment where pupils can access tailored learning experiences to support their individual needs.</p> <p>Strengthen monitoring and assessment for Woodland Room provision  Implement a clear system to track and review pupil progress weekly, ensuring that learning in the Woodland Room leads to measurable outcomes.</p> <p>Provide comprehensive staff training for inclusive practice  Deliver wider training for staff to equip them with strategies that help pupils transition successfully between alternative provision and whole-class learning.</p>	<p>SENCO and Woodland Room Lead</p> <p>SENCO and SLT</p> <p>SENCO and SLT</p>	<p>Term 1 2025 with further development in November 2025.</p> <p>Full implementation planned for July 2026</p> <p>November 2025 with review in July 2026.</p> <p>Scheduled for January and March 2026. This initiative remains ongoing, as regular training and continuous development deliver significant impact</p>	
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<p>Enhance Support for Pupils with Social, Emotional, and Mental Health Needs</p>	<p>Establish and maintain an afternoon SEMH classroom within the Woodland Provision</p> <p>Establish a dedicated space in the Woodland Provision for pupils with Social, Emotional, and Mental Health (SEMH) needs, offering targeted interventions to support their learning and well-being.</p> <p>Provide ongoing training for Woodland Classroom Leaders</p> <p>Deliver regular, focused training for staff leading the Woodland Classroom to ensure they have the skills and strategies to address SEMH needs effectively across the school.</p> <p>Expand whole-staff training on SEMH support</p> <p>Offer comprehensive training for all staff to build confidence and consistency in supporting pupils with social and emotional challenges in the classroom.</p> <p>Continue to provide access to counselling services</p> <p>Maintain and strengthen partnerships with external counselling providers, ensuring pupils can access professional support as part of our school's well-being provision.</p>	<p>SENCO and Woodland Room Lead</p> <p>SENCO</p> <p>SENCO and SLT</p> <p>DHT and SENCO</p>	<p>New provision established in term 1 2025 with further development in term 2 (November) 2025. Full implemented planned for July 2026 with ongoing monitoring towards the end of this plan.</p> <p>November 2025 with training provided periodically across the academic year.</p> <p>From November 2025 with further training by July 2026.</p> <p>From November 2025 -this target is ongoing.</p>	
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<p>Build staff confidence and expertise in supporting pupils with Autism Spectrum Disorder (ASD) and Pathological Demand Avoidance (PDA).</p>	<p>Relaunch school wide Ordinarily Available Provision (previously known as Universal Provision) to all staff. This Aurora-wide developed document outlines the adjustments in the classroom which are in place for all children.</p> <p>Secure regular training opportunities on autism spectrum disorder (ASD) and Pathological Demand Avoidance (PDA) and cascade this knowledge to the wider staff team to ensure consistent understanding and support.</p>	<p>SLT and the Inclusion leaders within the Trust.</p> <p>SLT and SENCO</p>	<p>Term 4-March 2026 launch with review in November 2026</p> <p>Term 5 or 6 June 2026</p>	
<p>Accessible Information</p>				
<p>Target</p>	<p>Action</p>	<p>Who?</p>	<p>When?</p>	<p>Outcome</p>
<p>Ensure all school information is available in formats that meet the needs of every family, including those with different language backgrounds or varying levels of literacy.</p>	<p>Explore alternative platforms that allow families to easily translate key information into their preferred language, ensuring inclusivity for all.</p> <p>Consider creating short audio recordings of key messages, with pupils involved in summarising and presenting the information, to make communication more engaging and accessible.</p>	<p>SLT</p> <p>SLT</p>	<p>From November 2025.</p> <p>From January 2026-Term 3</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 assessments
- 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