



Accessibility Plan

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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.

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

At Heathfield Schools' Partnership we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment¹, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes. The plan will be made available online on the school website, and paper copies are available upon request.

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

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.

We have included a range of stakeholders in the development of this accessibility plan, including our Pupil Voice, staff, governors, which includes parent governors.

The Accessibility Plan will be published on the school website.

¹ Gender Reassignment (also known as Transgender)



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Accessibility Action Plan

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents / carer	• Ensure the school staff and governors are aware of access issues ('access' meaning 'access to' and 'access from') • Include access plans for individual disabled children within their SEND (Special Educational Needs and Disabilities) file as and when appropriate • Ensure staff and Governors can access areas of school used meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • Communication in print around school to help children's understanding and visual recognition.	As required	• SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff and governors are confident that pupils and other stakeholders needs are met. • Continuously monitored to ensure any new needs arising are met. • PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	• Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis • If Put black/ yellow hazard tape on poles at	Annually, and as new children join the school throughout the year	• Visually impaired people feel safe in school grounds. Visibility is supported by edges highlighted in yellow. Hearing impaired supported with flashing beacons to alert individuals about fire alarm ringing. To be monitored as



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Target	Strategies	Timescale	What will success look like?
	end of play equipment to help visually impaired children, if appropriate Investigate the inclusion of flashing beacons to signal fire alarm activation as part of our fire safety equipment.		needed throughout each school year.
A happy and calm lunchtime experience	Ensure children who need longer to eat lunch have more time during lunchtime or an alternative venue if the dining hall is overwhelming.	Daily	All children can access adequate time to eat their lunch
Ensure there are enough fire exits around school that are suitable for people with a disability	- Governor termly health and safety checks of the school and its surroundings. - Ensure staff are aware of need to keep fire exits clear at all times.	Termly assessment walk by governors. Staff reminded regularly and at environmental INSET to keep exits clear	All disabled individuals including pupils can exit safely from school.
Whole School Evacuation	- 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). - Children to have PEEP's if needed.	Annually, and as new children join the school throughout the year	All physically disabled persons can be safely evacuated.
Accessible car parking	- Disabled members of staff and visitors have a place to park in the staff car park - The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building	On-going	There is a place for disabled members of staff and visitors to the school to park throughout the school day.



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Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
Access to learning	- Review SEND children's access to curriculum within class sessions. - Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. - Ongoing monitoring from Inclusion Manager. - 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.	On-going	All pupils have equal access to a broad and balanced curriculum
All school visits and trips need to be accessible to all pupils	- Risk assessments to ensure that all children including children with physical disabilities can access trips. - Ensure venues and means of transport are vetted for suitability - Ensure staff are fully briefed with regards to children with SEND	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	P.E. Co-ordinator to review PE curriculum to include disability sports if required	Annually	All pupils have access to PE and are able to enjoy, and progress their skills with the support from an adult if necessary.
Ensure disabled children can take part equally in whole school	Ensure whole school events can be adapted	As required	Disabled children feel able



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events, lunchtime and after school activities	- to include all children • Discuss with staff who manage the out of school club, and individuals / companies running other clubs after school. Support would need to be arranged and available • Ensure there is a way of getting children with mobility issues/ wheelchairs to the areas, where sports clubs are taking place		to participate equally in out of school activities.
Ensure all staff have specific training on disability issues	• Identify training needs at regular meetings	On-going	• Raised confidence of Staff when managing all pupils
Communication with Parents	• Ensure parents have access to our SEN provision/SEN school offer currently on the school website. • Ensure parents meet and can contact our Inclusion Manager in person, by telephone or by email. • Parents meet regularly with Inclusion Manager to access further support and advice.	On-going	• Parent/school communication is strong • Parents confidently contact Inclusion Manager for support and advice.
Pupil Voice	• Children are given opportunities to share their concerns, their views and their ideas. • Adaptations are made as needed.	On-going	• Pupil's voice is heard, passed onto Senior Leadership Team and given careful consideration and acted upon.