



Heighington CE Primary School

Celebrating 'life in all its fullness' (John 10:10)

Accessibility Plan

Created in collaboration with our legal expert

Date policy last reviewed: Jan 2019

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Aims of the Accessibility Plan

This plan outlines how Heighington CE Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Academy Council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Academy Councillors (Governors).
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The Academy Council will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Academy Council will consider assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Academy Council will consider the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Academy Council will consider the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Academy Council will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

The needs of pupils with SEND are incorporated into the planning process for all activities including educational visits and sports events.

	Issue	What	Who	When	Outcome	Review
	Staff members require training to be able to use alternative communication methods – PECS and Makaton	INSET provided to staff members	Headteacher, external advisors, SENCO	Spring 2022	Staff members are able to communicate with children and support children to communicate with them and others using alternative methods.	Autumn 2023
	Pupils with complex needs require bespoke pathways, tailored to their individual strengths and needs.	Introduce 'Cherry Tree Garden' branch mapping tool (non-linear planning and assessment tool)	Headteacher, Teachers, SENCO	Autumn 2021	Pupils with complex needs are planned for in accordance with their individual next steps.	Summer 2022
	Pupils with complex needs require alternative assessment methods to show progress				Progress for pupils with complex needs is recorded using Cherry Tree Garden Branch maps and progress can be measured.	
	Staff members require support to improve confidence to plan and resource lessons for children identified as SEN Plus.	Support and training for staff on differentiating lessons and planning activities to meet individual significant needs	Headteacher Teachers SENCo	Summer 2022	Staff members are confident to support pupils with significant SEND	Spring 2023

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
	Ensure that learning environments support children with hearing impairments	Audit	LINS team	Spring 2022	Learning environment is accessible to pupils with hearing impairments	Autumn 2022
	Red corridor toilets are not accessible	Handrails installed	Caretaker	Summer 2022	Access to toilets is increased for children with limited mobility or disability	Autumn 2023
	Pupils with sensory needs do not currently have a consistent space for therapy sessions and to aid regulation	Construction work undertaken	Headteacher Building contractors	Summer 2023	Children with sensory needs are able to access regular therapy sessions in a consistent space and have regular opportunities to access resources to aid their regulation.	Autumn 2024

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
	It is difficult for staff to be confident that children with SEND know/understand their targets and support plan. Children are not fully engaged in the Plan, Do, Review cycle	Regular meetings with SEND children to discuss their time in school, their support plans and their progress	SENCO	Summer 2022	Children are able to be more involved in the development of their support plans and able to give their views on their progress.	Summer 2023
	School website is not accessible to children with SEND	Create a SEND area in the Pupils tab on website to make relevant and key information more easily accessible to pupils and to parents of children with SEND.	SENCo Headteacher	Autumn 2022	Children with SEND are confident to find the information that they need on the website.	Autumn 2023