



Accessibility Plan 2021 - 2024

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors

Heygarth Primary School

Accessibility Plan 2021

Introduction

At Heygarth Primary School, we want all children to enjoy school, to be challenged to achieve their very best and to consider their time at the school as their own 'learning journey'. We are committed to providing all of our children with every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Schools are required under the Equality Act 2010 to have an Accessibility Plan.

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

- i. Curriculum
- ii. Equality Policy & Plan
- iii. Staff development documents
- iv. Health and Safety
- v. Inclusion
- vi. Special Educational Needs and Disabilities (SEND)
- vii. SEND information report
- viii. Supporting Pupils in School with Medical Conditions Policy and Procedures
- ix. Behaviour Policy
- x. School Strategic Improvement Plan
- xi. Asset Management Plan
- xii. Prospectus

Definition of disability

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.

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](#).

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.

Our Accessibility Plan

1. This Accessibility Plan has been drawn up in consultation with the LA, pupils, parents, staff and Governors of the school and covers the period from April 2021 - March 2024.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, respect and inclusion.
3. Heygarth Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - a. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - b. Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - c. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school or school events. The information should be made available in various formats within a reasonable time frame.
4. Attached are action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years
5. The school complaints procedure covers the accessibility plan.
6. The accessibility plan will be monitored through the leadership & management committees of the governing board.
7. The school will work in partnership with the LA in developing and implementing this accessibility plan.
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all Governors' committees will contain an item on "having regard to matters relating to Access"

E. Owen - SENDCo
April 2021

**Heygarth Primary School
Accessibility Plan 2021**

The aim of this accessibility plan is to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are better able to take advantage of education and which allow parents and carers better access;
- Improve access to information of a written nature for pupils and carers who have a disability.

Objectives	Strategies	Outcome	Timeframe	Success Criteria
Arrange appropriate training for all teachers and support staff as all staff have a role to play in ensuring our pupils with disabilities can access the curriculum.	LA training; Specialist teaching; School visits; Observations; INSET	Greater expertise to raise standards and further equip staff to meet the needs of children with disabilities in order to access the curriculum.	Ongoing for through each academic year. Planned programme of staff training.	Pupils with disabilities will have 'Personalised Support Plans' reviewed termly.
Improve the availability of written materials in alternative formats.	Documents to be produced in font size 12 or larger if required. Notify parents that alternative formats can be provided on request. SLT sharing relevant information related to the needs of pupils' parents or carers.	School provides appropriate formats. School will attempt to make available interpreters if notice is given.	Ongoing for through each academic year.	Improved communication for all.
To supply necessary teaching aids and suitable apparatus to meet the needs of any disabled child - once notification has been given of an imminent arrival - e.g. OT resources	Seek advice from LA about specific items needed. Speak to previous school/setting about equipment they had available.	Appropriate equipment is available to enable the child to access the full curriculum.	Ongoing - when a new child is admitted with a disability.	All children are able to access the curriculum.
Ensure venues for school trips are suitable - including access, toileting, staffing etc.	Initial visit to assess suitability in collaboration with parents.	Broad and balanced curriculum offered to all pupils.	Ongoing - whenever a trip is planned to support and enhance the	All pupils with disabilities will participate in off-site activities.

Objectives	Strategies	Outcome	Timeframe	Success Criteria
			child's learning.	
Ensure P.E. curriculum is adapted to enable disabled children to work alongside peers.	Seek advice from appropriate agencies. Staff training. Communicate with parents and agencies to plan a personalised P.E. curriculum which may incorporate directed physio activities.	Broad and balanced curriculum offered to all pupils.	Ongoing - when a new child is admitted with a disability.	All pupils with disabilities will make progress in P.E. at their level.
Improve and maintain access to the physical environment.	Majority of building is accessible. Ramps to be installed if required.	Placement of classrooms considered to ensure accessible to a child with a disability. Accessibility maintained to all necessary areas.	Ongoing - when a new child is admitted with a disability.	Pupils with disabilities will attend all lessons as required.
Improve and maintain access to toilet facilities.	Provision of toilets with access for disabled children.	Accessibility maintained to all necessary areas.	Ongoing - when a new child is admitted with a disability.	Pupils with disabilities will have their personal care needs met on site.
All areas of school are accessible for partially sighted children/adults.	Seek advice from LA.	Colour schemes to be reviewed when redecorating. Advice sought on the requirement of vision strips.	Annually - in line with building plans.	Pupils with disabilities will have access to all appropriate areas of school.