



# **Heartwood CE VC Primary and Nursery School**

## **Accessibility Plan**

Signed:

Chair of Governors

Date: December 2024

Review Date: December 2027

## 1. Vision Statement

1.1 Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

1.2 The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years.

1.3 At Heartwood CE VC Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1.4 The Accessibility Plan contains relevant and timely actions to:

- 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

1.5 Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## 2. Aims and Objectives

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment

- Improve the delivery of written information to pupils

### **3. Current Good Practice**

- 3.1 Before a new child starts school with us, we will gather information about the child's needs, including any disability or health condition. Communications with parents take place regularly with the child's class teacher and parents are offered parent meetings with the SENDCo.
- 3.2 At lunch and break times the school also provides a safe area inside and outside for those pupils with social/interaction impairments. This allows the modelling and monitoring of interactions. Our inside space 'The Nest' and is run by our Family Support Worker and Thrive Practitioner on a daily basis.
- 3.3 We have two nurture provisions in school that provide additional support for pupils who are not able to access the mainstream classroom.

### **4. The environment**

- 4.1 There are no parts of the school environment to which disabled pupils have limited or no access at the moment.

### **5. Curriculum**

- 5.1 All areas of the curriculum are adapted to ensure that every pupil can have access to all parts of the curriculum. Following the introduction of APDR's, the main barriers to learning are identified and teachers with guidance from the SENCO are responsible to putting additional help into place to ensure every child has an equal opportunity to access all areas of the curriculum.
- 5.2 Disabled pupils participate in extra-curricular activities and their inclusion is monitored by the SENCO.

### **6. Information**

- 5.1 Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

### **7. Access Audit**

- 7.1 The school is a one storey building with wide corridors and several access points from outside. Two classrooms have steps going down to the entrance but a lift which can accommodate a large wheelchair is available to give pupils access. School staff are trained in the operation of the lift when relevant.
- 7.2 There are disabled toilet facilities available, opposite the hall door and in the Year 4 classroom. These are fitted with a handrail and a pull emergency cord.

## **8. Management, coordination and implementation**

- 8.2 We will consult with experts when new situations regarding pupils with disabilities are experienced. We also like to meet with the parents of any child starting our school to discuss school provision and accessibility, outside agencies are also invited to these meetings to ensure every step to provision has be taken into account.
- 8.3 Our implementation to overcome any barriers to learning and accessibility consists of the 'Assess, Plan, Do, Review' process, enabling us to review our practice at regular intervals and adjust accordingly with the agreement of parents teachers and children.

Target	Tasks	Timescale	Responsibility	Monitoring	Success Criteria
<p><b><u>Access to curriculum</u></b></p> <p>Appropriately differentiated provision and curriculum.</p>	<ul style="list-style-type: none"> <li>• Keeping APDR's regularly updated to reflect provision/strategies and ensuring targets are SMART.</li> <li>• Dyslexia friendly classrooms – to ensure that teachers follow guidance given to support the needs of pupils.</li> <li>• To better monitor the provision for pupils with SEND including better understand of barriers to learning.</li> <li>• To ensure that all teachers are able to meet the requirements of the teaching standards.</li> <li>• To develop the expanding Nurture Provision within the school, Bears and Moles Class.</li> <li>• To ensure Precision Teaching and Colourful Semantics are used effectively throughout the school.</li> <li>• To make a referral to Access through Technology' to support pupils with severe communication difficulties.</li> </ul>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All staff</p> <p>All staff</p> <p>MC</p> <p>All staff</p> <p>MC, RH, HG</p> <p>MC</p> <p>MC</p>	<p>MC</p> <p>MC</p> <p>MC</p> <p>MC</p> <p>MC</p> <p>MC</p>	<p>Access to an appropriately differentiated curriculum will be improved for all pupils with SEND.</p>
<p><b><u>Access to curriculum</u></b></p> <p>To aim to remove barriers to learning for all pupils.</p>	<ul style="list-style-type: none"> <li>• To incorporate quality first teaching into all planning.</li> <li>• Staff to have regularly training to reflect the current SEND needs of pupils</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>All staff</p> <p>All staff</p>	<p>MC</p> <p>MC</p>	<p>Improved access to the curriculum for all pupils.</p>

	<ul style="list-style-type: none"> <li>• To ensure pupil voice is captured in APDR's and pupils have the opportunity to share what they find difficult.</li> <li>• Teachers to consider the 'whole' child when looking at barriers to learning.</li> <li>• Pupils to have resources and adaptations in class to remove barriers to learning.</li> <li>• To ensure disabled pupils have equal access to extra-curricular provision in school.</li> </ul>	Ongoing	All staff	MC	
		Ongoing	All staff	MC	
		Ongoing	All staff	MC	
		Ongoing	SLT	MC	
<p><b><u>School Policies</u></b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>• Consider all policies in view of priorities.</li> </ul>	Ongoing	Governors	Governors	Access to all aspects of school life for all students.
<p><b><u>School Buildings</u></b></p> <p>Ensure that access to school buildings and site can meet diverse pupils needs.</p>	<ul style="list-style-type: none"> <li>• Accessibility and clarity of all signs around school.</li> </ul>	Ongoing	DA	Governors	Access to school buildings and site improved.
<p><b><u>Classrooms</u></b></p> <p>Ensure that classrooms are optimally organised for disabled pupils within current</p>	<ul style="list-style-type: none"> <li>• Plan classrooms in accordance with pupil need.</li> <li>• Organise resources within classrooms to reflect student need.</li> </ul>	Ongoing	All staff	MC	Appropriate use of resources for the diverse needs of pupils.
		Ongoing	All staff	MC	
		Ongoing	MC	Governors	

restraints. Identify needs and actions for further improvements.	<ul style="list-style-type: none"> <li>• Incorporate accessibility into any proposed structural alternatives.</li> <li>• Ensure accessibility for all pupils in all areas of school life.</li> <li>• Displays at appropriate levels and child friendly (hygge, dyslexia friendly).</li> </ul>	Ongoing  Ongoing	All staff  All staff	MC  MC, BS, KM	
<p><b><u>Newsletters &amp; Documents</u></b></p> Availability of newsletters and school documents in alternative formats.	<ul style="list-style-type: none"> <li>• Letters in first language</li> <li>• Text and Email</li> </ul>	Ongoing  Ongoing	Governors  DA, ER, LF	Governors  DA, ER, LF	Information to pupils with special educational needs and disabilities and parents/carers will be improved.