

# Accessibility Plan

## Heritage Park Primary School



**Approved by:** Paresh Desai (Chair of governors)

**Last reviewed on:** May 2021

**Next review due by:** May 2024

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### 1. Aims

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 Heritage Park Primary School, we are committed to providing an inclusive and accessible environment for all pupils, staff, parents and visitors. We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Schools are required under the Equality Act 2010 to have an accessibility plan. It contains relevant actions to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils, staff, parents or visitors to take better advantage of education, facilities and services provided
- Improve the availability of accessible information to disabled pupils, staff, parents or visitors

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.

The school supports any available partnerships to develop and implement the plan. We will continue to take guidance from the local authority in accordance with Peterborough's SEND team, to ensure that our school remains inclusive to all.

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.

### 2. 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>Increase access to the curriculum for pupils with a disability</b>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• Our schemes of work are reviewed to ensure they meet the needs of all pupils</li> <li>• Access arrangements are put in place for pupils participating in formal assessments</li> </ul>	Offer all pupils with more opportunities to celebrate disability and promote inclusive attitudes.	Purchase resources e.g. books.	SENCo/SLT	Annual review July 2021	All pupils will have a greater understanding of what it means to be tolerance and inclusive.
		Increase opportunities for pupils to learn about diversity and equality.	Review schemes of work at least annually.	Subject leaders	Spring term	Pupils with SEND will feel that their pupil voice is more prominent.
		All pupils can access all learning without any limitations.	Ensure physical curriculum lessons, e.g. PE, music and drama, are accessible for all.	Class teachers	When planning lessons	All pupils participate as fully as possible in all lessons.
		All staff are aware about pupil's accessibility needs.	Ensure that all staff have knowledge of the needs of pupils in their class/care.	SENCo/SLT	By the end of July before starting in September each year.	Information available to all staff.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>Improve and maintain access to the physical environment</b>	<p>Our environment is adapted to the needs, as required. This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Accessible technology</li> <li>• Induction loop</li> <li>• Seating and writing aids</li> </ul>	<p>Ensure that all school trips are accessible to all pupils.</p>	<p>Liaise with settings prior to booking trip to check their access arrangements for disabled pupils.</p>	<p>Headteacher/Office staff</p>	<p>As required.</p>	<p>All pupils can fully participate in external visits.</p>
		<p>Raise staff awareness of individual disabilities and barriers that individual pupils may face.</p>	<p>Links to be maintained with external agencies for individual children.</p>	<p>SENCo (also may require class teachers to liaise under the direction of the SENCo).</p>	<p>As required.</p>	<p>All staff are fully aware of the needs of all pupils and how to best support them.</p>
<b>Improve the delivery of information to pupils, staff, parents and/or visitors with a disability</b>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Ensure that staff can provide accessible materials and identify pupils who face barriers in their learning.</p>	<p>Staff to complete training on specific disabilities, as required.</p> <p>Access training on equality and disability awareness.</p>	<p>All staff, coordinated by SENCo.</p>	<p>As required.</p>	<p>All pupils are supported to learn without limits due to carefully modified materials and resources.</p>

## **4. Monitoring arrangements**

Our accessibility plan covers a three year period but will be reviewed annually.

The action plan for relates to the access audit of the school, which is undertaken every three years. It may not be feasible to undertake some of the works during the life of the first accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new accessibility plan for the following period.

The plan will be monitored through the Governing Body and we acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and/or disabilities (SEND) policy and information report
- Supporting pupils with medical conditions policy