

Accessibility Plan

Heritage Park Primary School



Approved by: Full Governing Body

Last reviewed on: April 2025

Next review due by: April 2027

Heritage Park Primary School

Accessibility Plan

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

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.

Aims	Objectives	Actions to be taken	Resources	Timescale	People Responsible	Success Criteria
<p>Increase awareness of equality, diversity and inclusion, in order to ensure pupils with a disability are able to access learning.</p>	<p>To further develop our curriculum to raise awareness of disability, equality and inclusion.</p>	<p>Provide further opportunities for pupils to learn about disability and promote inclusion, e.g. through PSHCE lessons and through assembly themes.</p> <p>The school value, 'inclusion' will feature as an assembly theme for a half term and will be discussed in detail to develop children's understanding of this.</p>	<p>Appropriate materials for class and assembly use, e.g. picture books and PowerPoints.</p>	<p>Ongoing</p>	<p>SLT Class teachers</p>	<p>All pupils will have a greater understanding of what it means to be tolerant and inclusive.</p> <p>Pupils with SEND will feel that their pupil voice is more prominent.</p>
	<p>All pupils can access lessons without any limitations.</p>	<p>Class teachers to make reasonable adjustments to lessons to ensure all pupils are able</p>	<p>Individual schemes of work and lesson plans (to be adapted where</p>	<p>Ongoing and regularly reviewed.</p>	<p>Subject Leaders Class teachers</p>	<p>All pupils are able to access physical curriculum subjects due to</p>

		<p>to access tasks set.</p> <p>Subject leaders to make adjustments, where required, to ensure physical curriculum lessons, e.g. PE, music and drama, are accessible for all, particularly with regard to physical disability and mobility access.</p>	<p>required to ensure they are accessible.)</p>			<p>adaptations.</p>
	<p>Ensure relevant steps are taken to source specialist equipment that will benefit individual pupils and/or staff.</p>	<p>Liaise with parents/carers and external professionals (e.g. occupational therapy) in order to obtain the relevant equipment.</p> <p>Ensure staff are confident in how to support a child who accesses specialist equipment.</p>	<p>Specialist equipment to support access to the physical environment, as appropriate.</p>	<p>As and when required based on recommendations from external professionals.</p>	<p>SENCo, in agreement with parents/carers</p> <p>Relevant external professionals</p> <p>Staff implementing specialist equipment</p>	<p>Barriers to learning and access are reduced.</p> <p>Pupils and/or staff are supported to access the environment.</p>

Maintain good access to the physical environment for all users.	Ensure site access meets the needs of pupils, staff, parents and community users.	Review evacuation plans, including PEEPs for relevant pupils. All relevant risk assessments and policies reviewed and shared with relevant stakeholders.	Personal emergency evacuation plans (PEEPs) proforma. H&S review audit tool subscription (Atlas/Citation)	PEEPs to be reviewed/written in Autumn 1 st half term.	Headteacher SENCo Health and Safety coordinator	Pupils/staff requiring a PEEP are able to evacuate the building safely during an evacuation drill. Relevant risk assessments and/or relevant policies to take into account pupils/staff with disabilities.
	Raise staff awareness of individual disabilities and barriers that individual pupils may face.	Links to be with external agencies for individual pupils to be made and maintained.	Relevant reports from external agencies. Relevant training to support staff in assisting pupils with accessing the school environment.	Ongoing and as required in line with staff's subject knowledge and confidence.	SENCo Teachers Support staff Relevant external professionals	Staff are equipped to support pupils in accessing the school environment and using specialist equipment.
Improve the delivery of information to pupils, staff, parents and/or visitors with a	Ensure pupils are provided with accessible materials who may face barriers in their	SENCo and class-based staff to liaise closely to ensure barriers to learning can be reduced/removed,	Learning aids such as sloped boards, coloured overlays, printing on coloured paper,	Ongoing and reviewed at least termly.	Class teachers SENCo Relevant external	Pupils are able to better access learning materials with reduced/removed

disability	learning.	e.g. through the support of learning aids. Staff to implement recommendations from external professionals to reduce/remove barriers to learning, where relevant.	relevant technology.		professionals	barriers.
	Increased communication with parents/carers, specifically relating to SEND information.	SENCo/Admin staff to share relevant school policies and documentation with parents/carers and signpost this on our website. SENCo/Admin staff to circulate information from the Local Offer/SEN team, where relevant. E.g. newsletters or holiday clubs.	SEND policy, SEND information report, Accessibility Plan. Relevant Local Offer/SEN Team publications.	Ongoing	SENCo Admin staff Parents/carers	Parents/carers can access to relevant information and are signposted to relevant information to support their child.
	Provide school information, e.g. newsletters, for	Provide school information in different formats	Alternative formats of letters to	As required.	SENCo Admin staff	Improved access to written publications for

	parents/carers, in more accessible formats.	when requested, e.g. larger font, paper copy or on coloured paper. Parents can make use of the translate tool on Class Dojo if they find reading information in English more challenging.	parents/carers if requested.		Parents/carers	those who require this.
--	---	--	------------------------------	--	----------------	-------------------------

4. Monitoring arrangements

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

The action plan above 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 current accessibility plan and therefore some items will roll forward into subsequent plans. The audit will be revisited prior to the end of each 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:

- 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