



# Heage Primary School Accessibility Plan

Date last reviewed: June 2025

Signed by:

<hr/>	Headteacher	Date:	<hr/>
<hr/>	Chair of governors	Date:	<hr/>

# Contents:

## Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty 1: Curriculum](#)
5. [Planning duty 2: Physical environment](#)
6. [Planning duty 3: Information](#)
7. [Monitoring and review](#)

## Statement of intent

This plan outlines how Heage 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 Equality 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 will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board 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.
- Governors.
- External partners.

## 1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010

- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## 2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. The Accessibility Audit

The governing board will undertake a regular Accessibility Audit. The audit will cover the following three areas:

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

When conducting the audit, the governing board 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.

## 4. Planning duty 1: Curriculum

Aim	What	Who	When	Outcome	Review
To ensure that Teaching Staff and Teaching Assistants engage with the new SEND paperwork and systems (introduced Autumn Term 2024).	To ensure that Class Teachers use Record of Concern forms to refer to school SENDCO. Monitor the quality of these and embed the new system.	Headteacher SENCO Teachers	Spring 2025 onwards	SEND Pupils identified and referred to the school SENDCO.	Autumn 2025
To ensure that Teaching Staff and Teaching Assistants engage with the new SEND paperwork and systems (introduced Autumn Term 2024).	Monitor the Quality of IEP target writing and evaluations. Provide crib sheet, training and workshops for class Teachers on writing good quality IEPs.	Headteacher SENCO Teachers external advisors	Spring 2025 onwards	SMART IEP targets written and evaluated to a high standard.	Autumn 2025
To ensure that Teaching Staff and Teaching Assistants engage with the new SEND paperwork and systems (introduced Autumn Term 2024).	To ensure that Class Teachers and Teaching Assistants are using IEP tracking effectively to measure pupil's progress. Monitor the quality of these and embed the new system.	SENCO Teachers	Spring 2025 onwards	Pupil's progress towards IEP targets tracked and recorded to a high standard.	Autumn 2025
For all pupils with SEND to have a Pupil Profile which includes individual needs and strategies to support.	Introduce Strategies and Needs Pupil Profiles to staff. Show examples and provide a crib sheet. Staff to write profiles with pupils.	Headteacher SENCO Class Staff	Autumn 2025 onwards	Pupil profiles available for sharing as appropriate within school amongst staff/to supply staff/transition classes and to follow-on schools.	Spring 2026

	Ensure all children with SEND have a profile.				
To improve the attainment and participation of pupils with SEND.	Learning walks focusing on adaptations and scaffolds. Training on EEF 5-a-day.	Headteacher Subject Leaders Teachers SENDCO	Summer 2025 onwards	Pupils with SEND making good progress.	Spring 2026
To liaise with the local pre-schools to review potential intake each Summer Term.	Identify pupils who may need special provision.	FS2 Lead SENDCO	Annually by June/July	School is aware of any children due to start school who may have additional needs and plan to ensure full accessibility.	On-going - annually
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	Review SEND and accessibility policy, Accessibility Plan and Information Report.	Headteacher SENDCO	Annually	All policies clearly reflect inclusive practice and procedure.	Ongoing - annually
To provide digital training and resources to ensure pupils can access the curriculum fully – clear digital adaptations across school.	Appropriate apps and tools installed. Training for staff.	Headteacher SENDCO Key Stage Leads	Autumn 2025 + on-going	Pupils can access a variety of tools to support learning and recall. Evidence on I-pads/within planning/talking to pupils/observing lessons.	On-going

## 5. Planning duty 2: Physical environment

Aim	What	Who	When	Outcome	Review
To have clarity regarding accessibility and the school's physical environment	Audit of physical environment	Headteacher SENDCO	Summer 2025 onwards	School is aware of accessibility barriers to its physical environment and will make a plan to address them.	Summer 2026
To enable physically disabled drivers to park within school.	Create a disabled parking space immediately outside. In the short-term signage should be purchased and put out when necessary.	Headteacher Site Manager	Summer 2025	An allocated space is available for driver with a physical disability.	Autumn 2025
Ensure all disabled people can be safely evacuated.	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of all individual needs.	Headteacher SENDCO	Ongoing	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and safely.	Ongoing - annually

	c) If a person uses a wheelchair/frame they must be in a classroom suitable to a safe emergency exit.				
To maintain safe access for visually impaired people.	The edges of all steps to be regularly painted with textured yellow paint. Grab rails to be provided throughout school where necessary.	Head teacher Site manager	Autumn 2025	School is accessible for visually impaired pupils, staff and visitors.	Annually
Provide a quiet area for prayer.	Audit need, desire and religious backgrounds of families.	Headteacher RE Lead	Autumn 2025	Quiet area that is reflective of religious beliefs available if/when required.	annually

## 6. Planning duty 3: Information

Aim	What	Who	When	Outcome	Review
Information for parents is accessible.	Complete audit of accessibility of information for parents and pupils.	Headteacher SENDCO Office Manager	Summer 2025 onwards	Parents are able to access school information easily. Individual needs are met on a bespoke basis.	Autumn 2025
Signage around school to be in other languages.	'Welcome' signs to be investigated.	Headteacher Office Manager	Autumn 2025	All people feel they are welcome in school.	Annually

## **7. Monitoring and review**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher, the SENDCO and relevant members of the Governing Body.