



## **Accessibility plan**

Reviewed January 2025

Reviewed every 3 years

Heron Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. Pupils should be provided with the opportunity to experience, understand and value diversity. Inclusion is at the heart of all that we do alongside our Heron drivers. Our school is committed to ensuring equal access for all its employees, pupils and other members of our school community with any disability. We will ensure that anyone with a disability is not treated less favourably in any procedures, practises and service delivery. Everyone regardless of their abilities are included to all aspects of school life.

## 1. Aims

Under the Equality Act 2010 schools are required to have an accessibility plan. The purpose of the plan is 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

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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and strive to ensure we provide a purposeful and inclusive environment.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

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.

We endeavor where possible to use a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include,

Here at Heron Primary School we recognise our duty under the above acts:

- To not discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services,
- To take reasonable steps to avoid putting disabled pupils at substantial disadvantage,
- To produce, publish and have available an Accessibility Plan.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her abilities to carry out normal activities. We respect the parents' and child's right to confidentiality, and encourage a partnership between parents and school to help facilitate the child's needs. The school provides all pupils with a broad and balanced curriculum. The curriculum is scaffolded and adjusted to meet the needs of individual pupils and their preferred learning styles. It endorses the key principles of the National Curriculum Framework which underpin the development of a more inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils. For example, the provision of an auxiliary aid or adjustments to premises.

### 3. Aims and actions

#### 3.1 Increase access to the curriculum for pupils with a disability

- Our school offers an adapted curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities; such as stories in the library
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils

#### 3.2 Improve and maintain access to the physical environment

The environment is adapted to the needs of pupils as required. This includes:

- Ramps to some entrances and exits
- Corridor width is wide enough for wheel chair access and classrooms are accessible all one level
- Disabled parking bay if required and special entry passes into the car park
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height

- Food serving hatch at wheelchair-accessible height
- Hand rails in certain areas of the school

### 3.3 Improve the delivery of information to pupils with a disability

Our school uses a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Large print resources
- Braille- upon request
- Pictorial or symbolic representations

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by as many stake holders as possible such as governors, pupils, parents and Headteacher. However, if an immediate change is required then the Headteacher can do so.

It will be approved by any of the following: governing body, individual governor or headteacher.

## 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 (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy