



HEADLEY PARK

PRIMARY SCHOOL

Headley Park Primary School Policy Documentation

Policy: Accessibility Plan 2024-2027

Responsibility for review: Local Governing Body
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The Headley Park Vision: Together we can.

Vision

We believe that together we can achieve excellence, strengthen community and build character for all.

Habits

At the heart of school life are the Headley Park Habits. These four habits are designed to reflect the qualities that pupils need to articulate and demonstrate in order to achieve excellence, be a strong member of our community, develop character and enjoy their time at school.

- Together we are **ambitious**
 - Together we are **responsible**
 - Together we are **respectful**
 - Together we are **safe**
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1. Aims of the accessibility plan

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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.

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.

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 have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, governors of the school and The Amplify Trust

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our school offers an ambitious and rigorous curriculum for all pupils, which is scaffolded and/or adapted for pupils who require additional support. All pupils have access to a broad and balanced curriculum. - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with a disability - Access arrangements are in place for children that require them.	Ensure due consideration is given when purchasing new resources to the principles of inclusion and promotion of positive images. There are planned opportunities in the curriculum to challenge and explore children's views and understanding of inclusion and equality within their local community and the wider world. Consistent access to alternative methods of communication – such as Makaton and Visual aids are available in all classrooms to all	Head teacher SENDCO Class Teachers LSAs Curriculum team	September 2026	Audit of resources and signs / notices shows all groups including equalities groups are represented positively. All children have equality of opportunity and are valued. Children understand the principles of inclusion and can articulate their views and challenge prejudice or unfair behaviours. <i>The school has anti-discrimination packs adapted for children of all ages and abilities, which will be shared with children if there are any instances of discriminatory behavior.</i> All children are able to communicate their needs and where appropriate express their opinions using their preferred method of communication.

	● Extra-curricular activities and enrichment opportunities are available to all pupils including those with additional needs. ● Appropriate assistive technology is available to children as part of their agreed provision. ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is reviewed to ensure it meets the needs of all pupils ● We seek advice from relevant services (e.g. Occupational Therapy, Sensory Support Service). ● Additional funding to meet the needs of pupils with physical or sensory impairment needs is sought via EHCP or Early Intervention Funding applications.	pupils that need them.			
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Lifts ● Wheelchair ramp access where applicable ● Disabled parking bay	To increase the provision of facilities in the school ● To provide hoist access	SENDCO Business Manager Headteacher Class Teachers Site Manager	Ongoing	All stakeholders and pupils' access needs are met.

	• Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • The physical environment is kept tidy and unobstructed to allow for safe movement for children with physical and sensory needs, including wheelchair users. • Steps (internal and external) and changes in elevation have contrasting colour edging.	• To provide dedicated space for physio related facilities Maintain access and designated disabled parking space. The school is aware of access needs of children, staff, families and community users. The school is aware of the medical needs of children and knowledge of support needed. Healthcare plans are updated annually. Wheelchair and mobility scooter access to all classrooms. Ensure all fire exits and evacuation procedures are accessible. Changing facilities and lifts are serviced at the required frequency.			
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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ● Internal signage ● Large print resources ● Braille (if required) ● Pictorial or symbolic representations such as communication boards and dual coding.	Ensure all information to EAL families is accessible including the use of Widget and Google translate. Translators available for meetings. <i>To ensure we are able to provide opportunities for children who are unable to access online home learning at home and provide appropriate alternative opportunities.</i> Ensure all families are able to access information in accessible formats. Ensure all families are able to access written information.	Headteacher Class Teachers	Ongoing	<i>All children are regularly completing homework and this is supporting their learning.</i> All families are well informed of events and dates for their children. All families are able to read the information that is being sent home
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

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
- Supporting pupils with medical conditions policy