

HEENE
CHURCH OF ENGLAND
PRIMARY SCHOOL



Together we love, grow and learn



Helping every child achieve their God-given potential

Accessibility Plan 2024- 2026

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1	February 2024	SENDCo Laura Dobson	PM	

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1. Aims

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 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 Vision:

Together we love, grow and learn

“...like a mustard seed, which someone took and planted in the field; it is the smallest of all seeds, but when it has grown it is the greatest of plants and becomes a tree, so that the birds of the air come and make nests in its branches.” Matthew ch13 v31-32

Our vision ‘Together we love, grow and learn’ is underpinned by the parable of the mustard seed. We believe that from the smallest of beginnings we can all flourish. Our Christian values of respect, kindness, confidence, resilience, ambition and curiosity help us to achieve our vision.



Vision	Together 	Love 	Grow 	Learn 
Value	Respect	Respect Kindness	Confidence Resilience	Resilience Ambition Curiosity

Our SEND Vision:

Heene C of E Primary 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. We value our diverse community, we promote **kindness** and see pupils’ differences as assets. Our school vision is reflected in our vision for pupils with SEND. Like in the parable of the Mustard Seed we value the growth and learning journey of every child, being **ambitious** for all regardless of their particular needs or starting point, enabling them to flourish and achieve their full potential. We are committed to constantly improving the quality of the educational provision for pupils with SEND, ensuring they are provided with inclusive and high-quality teaching, enabling them to make the best possible progress and feel that they are a valued member of the wider school community. Our aim is that all pupils become **confident, resilient** individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

Our school vision and values support the overall DCAT Academy vision, “helping every child achieve their God-given potential”. We feel a deep responsibility to nurture happy, responsible and confident young people of faith and values.

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 including the Diocese of Chichester Academy Trust, and West Sussex County Council Local Education Authority.

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 include as appropriate: 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, 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.

AIM AND CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATES/TIMESCALES	SUCCESS CRITERIA
<p>AIM</p> <p>Increase access to the curriculum for pupils with a disability</p> <p>CURRENT GOOD PRACTICE</p> <ul style="list-style-type: none"> • Our school offers an adapted and differentiated (where needed) curriculum for all pupils • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • SMART targets are set and are appropriate for pupils with additional needs 	<p>To ensure support staff have specific training.</p>	<p>a) Identify training needs at regular meetings.</p> <p>b) Act on advice from DCAT audits to ensure best practice.</p> <p>c) Ensure TAs have regular meetings (weekly where possible) with relevant CPD</p>	<p>SENDCo and Inclusion Manager/ Headteacher</p>	<p>As required/ Ongoing</p>	<ul style="list-style-type: none"> • Raised confidence of staff in supporting pupils. • Monitoring takes place regularly. • Teaching and learning is effective. • All pupils make progress and have positive outcomes.
	<p>To ensure all staff (teaching & non teaching) are aware of the needs of individual children for curriculum access.</p>	<p>a) Embed system of ILPs for all pupils requiring additional support.</p> <p>b) Introduce Inclusion Files to ensure all staff are aware of the needs and provision within their class.</p> <p>c) Regular review meetings with parents to ensure compliance with the SEND Code of Practice.</p> <p>d) Improve induction process for new staff in line with DCAT procedure.</p>	<p>SENDCo and Inclusion Manager/ Senior Leadership Team/ Headteacher</p>	<p>Spring 24</p> <p>Autumn 24</p> <p>Ongoing</p> <p>Spring 24</p>	<ul style="list-style-type: none"> • All staff are aware of individual's needs. • All pupils make progress and have positive outcomes. • Parent voice is evident in ILPs and targets are SMART. • Targets are reviewed providing strong evidence of APDR. • Staff have a robust induction process.

AIM AND CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATES/ TIMESCALES	SUCCESS CRITERIA
	<p>To review curriculum areas and planning to include accessibility/disability issues.</p> <p>To ensure resources are correctly matched to the pupil and appropriate.</p>	<p>a) Subject leaders to review their curriculum area to ensure planning and delivery are inclusive for all.</p> <p>b) Subject leaders and SLT to monitor the effectiveness of teaching and learning.</p> <p>c) Regular pupil progress meeting will be implemented to ensure all pupils are achieving and making progress.</p> <p>d) Regular reviews of ILPs and provision maps to ensure appropriate provision and accessibility.</p>	<p>SENDCo and Inclusion Manager/ Subject Leaders/ Senior Leadership Team/ Headteacher</p>	<p>Summer 24</p> <p>Ongoing</p> <p>Regular/ Ongoing</p> <p>Termly/ When required</p>	<ul style="list-style-type: none"> • Disability issues are discussed and plans in place. • Monitoring takes place regularly. • Teaching and learning is effective. • All pupils make progress and have positive outcomes. • Parent voice is evident in ILPs and targets are SMART. • Targets are reviewed providing strong evidence of APDR.

AIM AND CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATES/ TIMESCALES	SUCCESS CRITERIA
	To ensure all children can take part equally in lunchtime and after school activities.	a) To review after school activities offer. b) To analyses which pupils are attending clubs to ensure all children can access them. c) Regular site checks of the playground and equipment to ensure it is safe and accessible.	SENDCo and Inclusion Manager / Headteacher	Summer 24/Ongoing Summer 24/Ongoing Regular/Ongoing	<ul style="list-style-type: none"> • All children feel able to participate equally in out of school activities. • All children feel able to participate equally at playtime and lunchtime. • Risk assessments are accurate and regularly reviewed. • A range of pupils attend clubs including PP, SEND, EAL.

AIM AND CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATES/TIMESCALES	SUCCESS CRITERIA
<p>AIM</p> <p>Improve and maintain access to the physical environment</p> <p>CURRENT GOOD PRACTICE</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height (this will be further developed). 	<p>To be aware of the access needs of all children, staff, governors, visitors, parents and carers.</p> <p>Ensure the school staff & governors are aware of access issues</p>	<p>a) To create Access Plans and Risk Assessments for individual children and adults where necessary, as part of the induction process. Plans may also be needed at other points due to short term medical needs e.g broken limbs.</p> <p>b) To ensure staff and governors can access areas of school used for meetings.</p> <p>c) Reminders to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) Personal Emergency Evacuation Plans will be completed for pupils or adults requiring additional support to exit the building in an emergency.</p>	<p>SENDCo and Inclusion Manager/Office Manager/Class teachers</p> <p>Head teacher/Premises Manager/Transition Board</p> <p>Head teacher/Premises Manager/Transition Board</p> <p>SENDCo and Inclusion Manager/Premises Manager / Class teachers/TAs (Headteacher to oversee)</p>	<p>As required</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Access Plans are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. • Parents and visitors have full access to all areas of school. • Parents of pupils requiring a PEEP will be involved in the process. • All pupils or adults can exit the building safely in an emergency in line with their PEEP.

AIM AND CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATES/ TIMESCALES	SUCCESS CRITERIA
	To ensure everyone has access to reception area.	<p>a) To ensure that wheelchair access is available at all times. Daily checks to ensure the area in clear of obstructions.</p> <p>b) Appropriate seating must be provided.</p> <p>c) To ensure the office staff are easily accessible to all by increasing the size of the window hatch.</p>	<p>Premises Manager/ Headteacher</p> <p>Premises Manager/ Headteacher</p> <p>Premises Manager/ Headteacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Easter Break 2024</p>	<ul style="list-style-type: none"> • Disabled parents / carers / visitors feel welcome. • Visitors can sit down if waiting. • An individual risk assessment would be completed for any visitor with accessibility difficulties.
	To maintain safe access for visually impaired people.	<p>a) Check condition of paint on step edges regularly.</p> <p>b) Check exterior lighting is working on a regular basis.</p>	Premises Manager/ Headteacher	Ongoing-regular site checks	<ul style="list-style-type: none"> • Visually impaired people feel safe in school grounds. • The site will be maintained effectively throughout the school year e.g painted edges will be re- painted and electrics and bulbs replaced.

AIM AND CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATES/ TIMESCALES	SUCCESS CRITERIA
	To ensure all pupils, staff and visitors can be safely evacuated.	<p>a) Ensure there are a personal emergency evacuation plans (PEEPS) in place for pupils and staff where necessary. These will be reviewed regularly to ensure information is up to date.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation.</p> <p>c) Ensure fire drills and evacuation procedure are practiced and reviewed as a whole school.</p>	<p>SENDCo and Inclusion Manager/Pre Manager / Class teachers/TAs (Headteacher to oversee)</p> <p>Headteacher</p>	<p>As required/ Reviewed every 3-6 months.</p> <p>Ongoing</p> <p>Termly</p>	<ul style="list-style-type: none"> • All staff working with pupils or other staff members with accessibility difficulties are aware of the correct procedures to follow. • Emergency evacuation rehearsals are smooth and within safe time limits.
	To ensure pupils with a hearing impairment can access the site safely.	<p>a) Staff training is provided for staff supporting pupils with hearing impairments.</p> <p>b) Equipment such as radio aids are checked daily to ensure they are working properly.</p>	<p>SENDCo and Inclusion Manager</p> <p>Class teachers/TAs</p>	<p>As required/ Ongoing</p> <p>Daily</p>	<ul style="list-style-type: none"> • Staff will have a good understanding of the needs of the pupil. • The pupil will be supported to hear, particularly around the site and in the event of an emergency evacuation.

AIM AND CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATES/ TIMESCALES	SUCCESS CRITERIA
	To ensure there are sufficient fire exits around the school that are suitable for people with a disability.	<ul style="list-style-type: none"> a) To ensure all fire exits are kept clear. b) Where there is a step down from a classroom fire exit, a ramp will be provided if a pupil is exclusively in a wheelchair. c) To ensure staff supporting pupils, older pupils and adults with disabilities are aware that they should use the nearest fire exit. 	Premises Manager / Headteacher/ Class teachers/TAs/ SENDCo and Inclusion Manager	<p>Regularly/ Ongoing</p> <p>When required</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Everyone in the school has a safe exit from the building, particularly in the event of an emergency. • Emergency evacuation rehearsals are smooth and within safe time limits.

AIM AND CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATES/TIMESCALES	SUCCESS CRITERIA
<p>AIM</p> <p>Improve the delivery of information to pupils with a disability</p> <p>CURRENT GOOD PRACTICE</p> <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To ensure consistency in signage around school using universal symbols.</p>	<p>a) Consistent widget symbols for timetables and now and next to be used across the school.</p>	<p>SENDCo and Inclusion Manager / Senior Leadership Team/ Class teachers/TAs (Headteacher to oversee)</p>	<p>Summer24</p>	<ul style="list-style-type: none"> • All People feel they are welcome in school. • All children can access the environment. • Transition from class to class should be more fluid.
	<p>To ensure there is inclusive discussion of access to information in all parent/teacher annual meetings.</p>	<p>a) Access EMTAS for new pupils and families who are EAL.</p> <p>b) Work collaboratively with families to ensure they can access information in their preferred format e.g enlarged print, translation, braille.</p> <p>c) Provide interpreter/translation tool options for meetings where possible.</p>	<p>SENDCo and Inclusion Manager / Class teachers/TAs (Headteacher to oversee)</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Staff more aware of preferred methods of communication, and parents feel included. • School website is accessible to all.

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 It will be reviewed by Mr Phil Matthews– Headteacher. It will be approved by the governing body and transition board.

5. Links with other policies

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

- Health and safety policy including risk assessments
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and Disabilities (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy