

Heald Place Primary School



Every Child a
Confident Learner

Disability and Accessibility plan

September 2024

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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 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.

Heald Place is an inclusive school, which seeks to provide a rich, varied, high quality curriculum tailored to meet the needs of every child. At Heald Place, we ensure all children have fair access to educational opportunities and challenges that enable them to reach their potential.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for all pupils.	Our school offers a differentiated / personalised curriculum for all pupils with a disability and all efforts are made to include pupils with a disability in all school activities including trips.		Curriculum is monitored by observations, book and planning scrutiny	Class Teachers and class teams	Ongoing.	All pupils making at least expected progress.
	We use resources tailored to the needs of pupils who require support to access the curriculum, this may include sloping boards, pen grips, braille, different coloured paper, appropriate fonts, individual work stations, access to quiet areas, appropriately trained additional staff.	Training or individual staff in use of additional equipment as needed	Form external agencies e.g. LSS, Specialist Support Schools, OT and Physiotherapist.	Class Teachers, class teams and SENDCo	Ongoing.	All pupils making at least expected progress.
	Curriculum progress is tracked for all pupils, including those with a disability through pupil progress meetings, regular evaluation of pupil's outcomes (REPO) and the school's tracking system.	To use new school tracking system to monitor progress	New system rolled out to whole school team	SLT and class teachers	half termly	Pupils not making expected progress are highlighted and provision is put in place.

	For pupils with identified SEND, Support Plans including targets and One Page Profiles are written and reviewed.	To complete the support plans that were introduced in Summer 17.	Review new support plans and effectiveness of achievable targets.	SENDCo and class teachers	termly	Children are set their.
	The progress and needs of disabled children are reviewed with external agencies e.g. Manchester Sensory Support Service and the parents /carers. Pupils views are sought and where appropriate they attend the review meetings	To monitor pupil progress and support To maintain up to date knowledge of SEND	Meeting with external agencies as needed for individual children. SEND team to attend support sessions at The Grange.	SEND team, external agencies	As needed for individual pupils	Children make at least expected progress.
	The curriculum is reviewed to ensure it meets the needs of all pupils.	To stay current with pedagogy	Work with external support as needed CPD provided for relevant staff	Curriculum teams with external support as identified	Ongoing	Children make at least expected progress.
Improve the delivery of information to pupils with a disability	The school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille on signage in new building. 	To ensure that all pupils, parents and staff can access information in a way that is accessible to them	Maintain CPD and seek advice form external agencies as appropriate. These include MSSS, Ed Psych, Speech and Language Therapy and translation	SENDCo to liaise with external agencies. All staff	As needed for individual pupils	All users can access information in a method that is suitable to them.

	<ul style="list-style-type: none">• The close environment for any future visually impaired pupils is labeled using stickers as advised by external agency and RNIB• Induction loops, portable• Pictorial or symbolic representations• Use of interpreters• Letters to identified parents in their preferred language		services.			
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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 and 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
- SEND policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Lifts	One lift in new building. One lift in the old building	Planned preventative maintenance in place to ensure that the lift is in working order.	Health and Safety Team	Quarterly
Parking bays	There is an identified area for parking for disabled use.			
Ramps	There is a ramp entering the Reception classroom and another access to the original building	Maintenance and ramps	Health and Safety Team	Ongoing
Toilets	There are the required number of accessible toilets. These are across both buildings	Maintenance daily	Essential Hygiene	
Internal signage	Signage in the new building is in print and braille. Signage in the original building is in print and braille to support visual impaired pupils in the future.	Add braille to signage as and when needed	SEND and class team	Ongoing
Emergency escape routes	Routes are identified. Identified pupils have evacuation	Monitor and update as needed	Health and Safety Team	Ongoing

	routes stated in their Risk assessments and PEEPs			
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