



ACCESSIBILITY POLICY

Policy Owner	SENDCO
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Approving Body	School Standards Committee
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Version Control

Version	Last Modified	Last Modified By	Document Changes
2	4.2.26	Headteacher	Reformat Reference to the Equality Act Add Family Support Worker role Add reference to regulation and support.

1. Introduction and Statement of Commitment

Heathcote Primary School is committed to ensuring that every child has full access to learning, the school environment, and wider school life. In line with the Equality Act 2010, the SEND Code of Practice (2015), and our duties as an inclusive provider, we work to remove barriers to participation for pupils, staff, families, and visitors. We believe that *Every Child Matters* and strive to create a safe, supportive, and accessible learning environment for all.

2. Physical Accessibility of the School Building

Building Layout

- The school is built on one main level, with all rooms accessed from two wide corridors running the length of the building.
- All internal and external doorways are wide enough for wheelchair access.
- Three disabled toilets are located near the hall, main office, and the KS2 corridor. Each includes an emergency alarm system.
- Access to the hall is available through the fire door to the front car park and from the main internal corridor.
- Adaptations (e.g. taps, handles) are made as needs are identified.
- ICT provision is accessible throughout the school, with additional stand-alone devices or iPads available for individual needs.

Playgrounds and Paths

- The playground is flat and level with accessible routes from three entrances: the car park pathway, side playground gate, and top playground gate.

Outdoor Learning Areas

- Reception, KS1, and KS2 outdoor areas are directly accessible from main internal corridors.

3. Curriculum Access

- All pupils access the curriculum through high-quality teaching, adaptation, and targeted support.
- Where appropriate, pupils with physical needs or EHCPs are supported by a staff team; teacher, teaching assistant. This provision is overseen by the SENDCO. They assist with mobility, access, and physical needs and report concerns to the Headteacher or SENDCO.
- SEND provision, interventions, and support staff practice are monitored by the SENDCO.
- Where additional support is required, the Local Authority SEN Team will be notified and an EHCP may be sought.

Sensory and Regulation Support

- Pupils requiring sensory or emotional regulation support are provided with access to appropriate spaces and strategies, including:
 - sensory or quiet areas
 - movement breaks
 - sensory equipment
 - personalised regulation routines

These adjustments form part of reasonable adjustments, individual support plans, or EHCP provision.

Communication and Assistive Technology

- Visual timetables, symbols (Widget), and visual prompts are available.
- Assistive technology, enlarged print, overlays, and adapted keyboards/devices, is provided where appropriate in conjunction with external professional advice.

4. Temporary Disabilities

- Support is provided to pupils or staff with temporary disabilities (e.g. fractures, post-surgery mobility issues) to ensure safe access to all areas.
- Risk assessments are completed as required.
- Staff returning to work must provide medical clearance confirming fitness for duty to ensure the safety of pupils.

5. Specialist Resources

- Basic resources such as enlarged print, symbols, and communication systems are available.
- The SENDCO and external support services advise on specialist equipment.
- Health care teams or SEN funding usually provide specialist equipment.
- Building adaptations are planned with the Academy Facilities Manager where required.

6. Health and Safety and Emergency Procedures

- The Site Manager and SENDCO support risk assessments, access needs, and furniture adaptations.
- Any issues should be reported promptly for action.
- Personal Emergency Evacuation Plans (PEEPs) are in place for pupils or staff needing additional support during evacuation.
- Visitors are asked to inform the office of any additional needs requiring support.

7. Family and Pastoral Support

- Heathcote Primary School provides proactive pastoral and early help support through our Family Support Worker (FSW).
- The FSW:
 - supports families requiring Early Help / Early Support Plans,
 - liaises with Social Care, health professionals, and community services,
 - provides early intervention to remove barriers to attendance, wellbeing, and learning,
 - signposts families to wider support networks.

This ensures that pupils with vulnerabilities or family-based needs can access education safely and consistently.

8. Educational Visits and Extra-Curricular Activities

- All visits and activities are planned with accessibility in mind.
- Reasonable adjustments are planned collaboratively with parents and carers to support participation wherever possible.
- Parents may be invited to accompany their child where this is the most appropriate support following discussions with families and school leaders.

9. Monitoring and Evaluation of Accessibility

Accessibility is monitored through:

- discussions with disabled users,
- SEN reviews and provision monitoring,
- external support service evaluations,
- governor monitoring visits.

The Accessibility Policy and Accessibility Plan are reviewed regularly to ensure ongoing compliance and improvement.

10. Feedback and Reporting

- Pupils, staff, parents, and visitors are encouraged to share any accessibility concerns with the Headteacher or SENDCO.
- Feedback is used to improve access and remove barriers promptly.

Heathcote Primary School remains committed to inclusion and to ensuring that every child can thrive and participate fully in our school community.