



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 (appendix 1) 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.



Accessibility Plan

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.

Our core values: Empowerment, Ambition, Collaboration, Positivity, Respect, Integrity lie at the heart of the diverse, inclusive community we strive to create.

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

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.

Key duties under the Act for schools include:

- Prohibiting direct and indirect discrimination.
- Making reasonable adjustments for disabled students.
- Advancing equality of opportunity between disabled and non-disabled students.
- Fostering good relations between different groups of students.

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 <i>Includes established practice and practice under development</i>	Objectives <i>Short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school offers a Enriched curriculum for all pupils.</p> <p>We tailor resources to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Inclusion in enrichment activities is tracked by SLT and participation is encouraged of children on SEND register.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to</p>	<p>Value the diversity of our community and to maintain a culture of mutual respect in which all members work positively together and support one another.</p> <p>Actively seek to provide equal opportunities for all to succeed, removing barriers to access and participation in learning.</p> <p>Support vulnerable children to ensure they are ready for the next stage of education.</p>	<p>PSHE curriculum celebrates diversity and inclusion.</p> <p>Provide personalised learning plans when required, which inform the provision for children with disabilities.</p> <p>Participation in trips to be supported. And adaptations to be put in place including risk assessments and additional support if necessary.</p>	<p>SLT, SENDCo, Teachers and Support Staff</p>	<p>Summer term 2026</p>	<p>Children and adults in the school community show respect and value everyone as an individual.</p> <p>Children with disabilities are able to access and engage in the curriculum.</p> <p>All children are able to access learning in school.</p> <p>A graduated response approach is used to support learners when required.</p> <p>All children are able to attend school trips.</p>

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<p>Increase access to enriching opportunities and social learning contexts for children with disabilities.</p>	<p>Our school offers a variety of opportunities to have their experience widened and curriculum enriched through planned activities.</p> <p>Opal Play journey has started with children accessing social opportunities with peers.</p> <p>Adjusted lunchtime arrangements have been made for children focusing on their needs to avoid overwhelm.</p> <p>Alternative spaces are made available at lunchtime to reduce noise and overwhelm. Vulnerable children are encouraged to bring a peer.</p> <p>Alternative space is made available at lunchtime (nurture provision and outside area) for children who find the playground too overwhelming.</p>	<p>To increase enjoyment and wellbeing for all.</p> <p>To strengthen social skills for children with disabilities.</p> <p>To promote inclusivity and connection for children with disabilities alongside their peers.</p> <p>EYFS children have Hi Vis to enable them to be supported quickly.</p>	<p>Strengthen Opal Play offer to include more items in Zones to diversify experiences.</p> <p>To increase opportunities for pupil leadership for disadvantaged pupils.</p> <p>Introduction of the Reflection Zone to support positive resolution and social development for pupils.</p>	<p>SLT, SENDCo, Teachers and Support Staff</p>	<p>Summer 1 2026</p>	<p>Children engaged with Opal Play offer and have positive interactions with peers.</p> <p>Reflection Zone is used appropriately and children are well supported in conflict management and reflective practice.</p> <p>Pupil leaders have a positive impact on the school and increase sense of inner pride and connection for vulnerable pupils.</p>

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<p>Improve the delivery of information to pupils with a disability.</p>	<p>Communication tools are used to support children with low language acquisition.</p> <p>School works closely with SALT to support the development of effective communication for children with disabilities.</p> <p>Communication In Print used across the school to support students.</p> <p>Photographs and posters used to recap key information at key places around school including corridors and toilets</p> <p>All classes have visual aids, e.g. visual timetable.</p>	<p>To support access to curriculum and school for children with disabilities.</p> <p>To support the development of communication acquisition for children with disabilities.</p>	<p>Work closely with the Sensory Inclusion Service, Occupational Therapy Team and other external agencies.</p> <p>To provide Widget training for staff to improve communication provision.</p> <p>To strengthen current provision by ensuring a communication focused environment.</p>	<p>SLT, SENDCo, Teachers and Support Staff</p>	<p>Summer 2026</p>	<p>Children make progress in their communication skills to increase independence.</p> <p>Children are able to access the curriculum due to adaptations.</p> <p>Staff are upskilled in delivering intervention in SALT and adapting environments to be communication focused.</p>

Aim	Current good practice <i>Includes established practice and practice under development</i>	Objectives <i>Short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve support for children with mental health and emotional wellbeing support needs.	Our school offers a variety of support for children with mental health and emotional wellbeing needs: <ul style="list-style-type: none"> • CAMHS referral • Family Support • SENDCo • Lunch time adjusted provisions • Reduced/amended timetable • Nurture and sensory activities • Counselling session • Friendship group support • Adult friend support 	Children with mental health issues feel that school is a place where they can explore their mental health needs and feel safe, equally it will be a place where they will be listened to in a non-judgemental way.	Lunch club is accessed by children with emotional/mental health support needs. Soft landings such as Sensory circuits introduced to support children with access to school and positive mornings. My Happy Mind used to support understanding of brain development and support emotional regulation toolkits.	SLT, SENDCo, Teachers and Support Staff	Summer 2026	Mental health support strategies are embedded and accessed when required. Children with support needs are identified and support is accessed. Improved attendance of children with emotional support needs.

<p>Improvements to the physical environment to increase disabled pupils' access to education and associated services.</p>	<p>Reduced stimulation across school in classrooms</p> <p>Wide uncluttered corridors to support access</p> <p>3 disabled toilets available around school</p> <p>Use of quieter spaces for higher needs children when needed</p> <p>Adjusted equipment such as specialist chairs.</p> <p>Adaptations for children needing more sensory input readily available as part of planned support e.g. bands, sloping desk, support chairs, fidget tools, oral sensory tools, bouncing ball, movement breaks, individual stations</p>	<p>Children with sensory issues are able to access areas with reduced/targeted sensory input to support comfort throughout the school day</p>	<p>Adjusted lighting to be flexible for children in different areas of the school e.g. calm rooms, EYFS, Nurture rooms, lunch club (KS1). Natural lighting as much as possible to reduce visual stimulation and to support regulation. As part of our universal provision</p>	<p>SLT, SENDCO, Class teachers, TA's</p>	<p>Summer 26</p>	<p>Children have adjustments available readily and use when needed to support regulation</p> <p>Children develop awareness and understanding of how to use adjustments available with increasing independence</p> <p>Improved attendance of children with sensory needs and improved focused learning.</p>
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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.

Headteacher, SLT and the School Business Manager will review the financial implications of the accessibility plan as part of the normal budget review process.