



Heatherside Infant School

Accessibility Plan

POLICY TYP	REVIEWED BY	APPROVED	REVIEW CYCLE	NEXT REVIEW
Equality	FGB	14.3.2023	Three Years	Spring 2026

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001.

Definition of Disability

Disability is defined by the Equality Act 2010:

"A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA substantial means 'more than minor or trivial'. Long term means 'has lasted or is likely to last more than twelve months'.

Key Aims

For pupils, and prospective pupils, staff, parents/carers and visitors with a disability:

- To reduce and eliminate barriers to participation/access in the school curriculum
- To improve and maintain access to the physical environment
- To improve the delivery of information to disabled pupils, parents and visitors

Implementation

a) Curriculum

The school seeks and follows the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts to ensure we maximise pupils' learning opportunities and experiences. The school works closely with parents and professionals before pupils enter school to ensure specialist expertise and resources are in place. The school promotes and supports effective teaching with active and participative learning for all pupils alongside placing a high value on developing self-esteem and ensuring that learning for all takes place in a stimulating, purposeful and nurturing environment. The school curriculum is designed to be responsive to the different learning needs of pupils in order to achieve high quality learning. All pupils are supported to overcome barriers to learning. All extra curriculum activities are available to all pupils.

b) Physical environment

The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments. The building design means that there is currently stepped access in and out of all classrooms, the hall and the library. The school has a portable ramp available for use and there is designated Disabled parking. When planning and undertaking future improvements and refurbishments of the site and premises, the school is committed to improving accessibility.

c) Provision of information

The school makes itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Objective	What	Who	When Timescale	Success criteria
1 To reduce and eliminate barriers to participation/ access in the school curriculum				
To liaise with preschool providers to review YR intakes	Identify pupils requiring additional/different provision and plan accordingly	EY co-ordinators	Summer term every year	Successful transition into YR for all pupils
To ensure access to curriculum for all pupils	To individualise provision where necessary through use of: <ul style="list-style-type: none">• LSAs• personalised resources• nurture groups	HT SENCO Teachers and LSAs	Ongoing as needed	School is able to make adaptations to enable children to access an education

	<ul style="list-style-type: none"> intervention programmes 			relevant to their needs.
Aim 2: • To improve and maintain access to the physical environment				
To ensure partially sighted children, parents and visitors can access the site.	Ensure edges of internal steps are highlighted in yellow.		Termly checks by site manager and replace as necessary	All children, parents and visitors can access the school.
To improve levelled access on the school site	Consider access improvements as part of any future building works. Explore possible grants or funding to support this.	HT Governors	Ongoing, regularly reviewed	At least one accessible classroom.
To explore the provision of an accessible toilet	Consider installation of an accessible toilet as part of any future building/renovation works.	HT Governors	Reviewed annually	An accessible toilet is available for use by pupils, staff or visitors.
Aim 3: To improve the delivery of information to disabled pupils, parents and visitors				
To improve information accessibility for more vulnerable parents, e.g. those with English as an Additional Language, those with Literacy difficulties, those with visual or hearing impairments.	To present all information as clearly and concisely as possible. Provide translations or larger font versions. Work with parents to offer support to help with school communication	Office staff Teaching staff HT	Ongoing	All parents will understand the school processes and procedures and the information provided about their child