



Heartsease

Primary Academy

Accessibility Plan

2020

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Aims of the Accessibility Plan

This plan outlines how *Heartsease Primary Academy* aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Board of Trustees of The HEART Education Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- The Board of Trustees.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone any refurbishment. This is a living document that will be reviewed where new needs are identified due to new pupils or staff joining the school or other circumstances.

The accessibility audit

The Trustee for Inclusion on behalf of the Board of Trustees for the HEART Education Trust will undertake an annual Accessibility Audit in conjunction with the headteacher.

1.1. The audit will cover the following three areas:

- **Access to the curriculum** – this will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – this will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – this will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.2. When conducting the audit, the Trustee for Inclusion and the Headteacher will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

1.3. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.4. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENDCO	Autumn 2020	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2021
	The curriculum does not differentiate consistently well across the school	Moderate planning with a focus on differentiation Identify where the strengths and weaknesses are across the school	Headteacher & SLT, SENDCO, teachers	Autumn 2020	Differentiation is consistently good across the school and this is evident in planning and books	Autumn 2021
Medium term	Pupils, staff and parents do not have a clear enough understanding of and/or input into accessibility within the curriculum	Questionnaires developed for pupils, staff and parents re: accessibility in the curriculum Use feedback to develop and improve accessibility in the curriculum	Headteacher & SLT	Autumn 2021	Accessibility across the curriculum is outstanding and this is shared with all stakeholders	Autumn 2022
Long term	Lack of technology can be a barrier for pupils	Provide tablets and other adjustments for all pupils who need support to access the curriculum	Headteacher, Executive Team, ICT engineer	Spring 2022	All pupils can access the curriculum and do not have any accessibility issues	Autumn 2023

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	There is not a plan in place for if the ramp at the front of the school is inaccessible for wheelchair uses	Develop a clear and concise contingency plan for the event of inaccessibility	Headteacher & SLT	Autumn 2020	There is a clear plan which is shared with all relevant staff in the event of inaccessibility	Summer 2021
	If a class has a pupil with a hearing impairment, there is no plan in place to signal when the bell rings (incl. fire alarm)	Implement a clear plan of how the pupil will be signalled in the event of the bell ringing – add to PEP	Headteacher, teachers	Autumn 2020	Any pupil with a hearing impairment will be safe and will be clear when the bell rings (incl. fire alarm)	Autumn 2021
	There is no information leaflet available for supporting a person to navigate the school	Develop and implement an information leaflet to support any person visiting the school to navigate around it	Headteacher & SLT, school office	Summer 2021	Anybody visiting the school will have access to the areas they require	Summer 2022
	Staff are not aware of the emergency call system	Inform staff of the emergency call system Complete tests of the emergency call system and give feedback	Headteacher & SLT, caretaker	Autumn 2020	All staff have a secure understanding of how the emergency call system works and are prepared for this	Autumn 2021
Medium term	Signage around the school is not adequate enough for full accessibility	Complete an audit of the signs around the school Implement a plan on how	Headteacher & SLT, caretaker, school office, Kier, SENDCO	Summer 2021	Signage inside and outside of the school supports any person to navigate around the	Summer 2022

		to improve signs to ensure full accessibility			school incl. EAL & SEND	
	There are no information leaflets which inform visually impaired how to navigate around the school	Investigate designing and purchasing leaflets that use braille Discuss with IT technician the use of audio aids	Headteacher & SLT, IT technician, school office, SENDCO	Autumn 2021	Access to toilets is increased	Autumn 2022
Long term	There is no permanent signage outside of the school building to help navigate people around the school	Work alongside Kier to invest in permanent signage to support the navigation of the school	Headteacher & SLT, Kier, Trust	Summer 2022	When people visit the school, they have a secure understanding of how to access the relevant areas	Summer 2023
	Handles on the inside doors to not have easy to use grips	Work alongside Kier to invest in grips for the handles to enable easy usage	Headteacher & SLT, Kier, Trust	Autumn 2022	Anyone with specific issues which affects their gross motor skills will be able to use the doors	Summer 2023
	There are not induction loops in every classroom	Work alongside Kier to decide on a strategy to support pupils with hearing impairments eg: induction loop, microphones	Headteacher & SLT, Kier, Trust	Autumn 2022	All pupils have access to the learning in the classroom and a hearing impairment does not hinder this	Autumn 2023

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Senior Leadership Team do not have a secure understanding of accessibility	CPD for SLT to be delivered by Headteachers	Headteacher & SLT	Spring 2021	The SLT have a secure understanding of what accessibility entails and ensures that actions from the plan are successfully implemented	Spring 2022
Medium term	Staff are not adequately trained to support those with visual/hearing impairments during open days/events	Further training to be implemented for all staff – INSET or SDM	Headteacher & SLT, external agencies, SENDCO	Autumn 2022	All staff are confident with how to communicate effectively with anyone who is visually/hearing impaired	Autumn 2023
Long term	The website does not cater for anyone with visual/hearing impairments or those who are EAL/SEND	Work alongside IT Technician to develop the website in order to incl. translations and audio features	Headteacher & SLT, IT technician, Trust, SENDCO	Summer 2022	The website ensures full accessibility for everyone	Summer 2023
	There is not an accessibility audit that has been carried out by Kier	Work with Kier to support an accessibility audit by their company, ensuring we are fully compliant and accessible to all	Headteacher, Kier	Summer 2023	The school is fully accessible for all people as much as we can possibly make it	Autumn 2023

This is just filled in with exemplars and the audit will inform your plan.