



Accessibility Plan
Heathfield Community School

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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.

The 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. For more information about local support for young people with Special Needs and Disabilities, please see:

<https://choices.somerset.gov.uk/025/local-offer/>

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Intention	Current practice	Next steps
Increase access to the curriculum for pupils with a disability	<p>All teachers are responsible for the progress of all students in their class, including those with a disability. All students benefit from high quality, well-differentiated teaching. The Learning Support department consults with students, parents and external agencies to collate a range of information for teachers, including student passports; the SEND register and access to further information about a range of SEND. This allows teachers to anticipate potential barriers to learning and to consider how best to mitigate these.</p> <p>Regular and ongoing individual and whole staff CPD supports teachers to further refine their inclusive practice.</p>	<p>To embed Heathfield 'non-negotiables' in terms of planning lessons accessible to all.</p> <p>SLT responsibility via ongoing QA review cycle.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none">• ramps• lifts• reserved parking bays• accessible toilets and changing facilities• rise and fall tables• yellow paint to indicate uneven surfaces or potential hazards	<p>To consult with parents and external agencies about how best to improve and maintain access to the physical environment.</p> <p>AH/SENCO responsibility via annual review meetings and interim review meetings.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • visual timetables • large print resources • visual and audio resources as well as text 	<p>To consult with students about their experience of information delivery and how this might be improved</p> <p>AH/SENCO responsibility via annual review meetings and interim review meetings.</p>

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 school governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit (under discussion)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				