Accessibility plan 2024-2027

Purpose of the Plan

The purpose of this plan is to show how Heronshaw School intends, over time, to increase the accessibility of our school for disabled pupils. Heronshaw School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

a) They have a physical or mental impairment

b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

Legal Background

Under the Equality Act 2010, all schools must have an Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'

This plan was drawn up based on information supplied by the Local Authority, and with pupils, parents, staff and governors of the school, will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities of school visits;

b. Improving the environment of the school to increase the extent to which disables pupils can take advantage of education and associated services;

c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

Aims and Objectives

Our aims are to:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils

The tables below set out how the school will achieve

Improving access to the curriculum for pupils with a disability.

AIM	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME
Increase access to the curriculum for children with a disability	• Heronshaw offers an inspiring and differentiated curriculum for all children. • We use resources tailored to the needs of children who require additional support to access the full curriculum offer. Children have access to the use of left-handed scissors, therapeutic putty (playdough), pencil grips, fidget toys, coloured acetates for reading and self-checking, access to sensory items such as ear defenders, peanut balls. • Curriculum progress is tracked for all children, including those with a disability/impairment • Targets are set effectively and are appropriate for children with additional needs through PSPs and EHCs • The curriculum is reviewed to make sure it meets the needs of all children. • Children will have access to the wide range of accessibility features of the iPad devices to aid learning activities. • Manual handling training for staff who support children's medical needs.	Good Levels of progress seen amongst all the vulnerable groups of children. Increased safety for children and staff.	Class Teacher SENDCo SLT	On-going
Make greater use of technology to support learning for all groups of learners.	Support all staff to implement and effectively use technology within the classroom. Use of iPad for all applicable children – source individual apps that are suitable support. Staff training where appropriate on apps.	Increased rates of progress for all learners. Increased staff confidence with these programmes.	SENDCo Class Teacher FUTURES Lead	On-going

AIM	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME
Widen the availability of physical activity within the curriculum	To enhance outdoor spaces to ensure access for all. Enhance the resourcing of physical development in EYFS. To embed physical breaks as part of individual childen's learning activities.	Children who are more active, healthy and ready to learn.	SENDCo Curriculum Lead PE Lead	On going
Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.	Commitment to CPD to promote health and wellbeing. Development of Heronshaw Values and belonging culture in school. Embedding and enhancement of an outstanding pupil safeguarding curriculum. Effective use of the Sports Premium funding to promote excellent pupil health. Successful embedding of approaches to active learning Delivery of extra-curricular opportunities which promote mindfulness and wellbeing. Heronshaw wellbeing scales/zones of emotional regulation to be used throughout the school and pupils to check in with their wellbeing score.	An increase in visitors to support our safeguarding & pupil health & wellbeing curriculum. Enhanced parental opportunity for engagement with safeguarding education. Pupils who are confident about learning and have a "growth mindset" persisting when faced with challenges. Pupils who can set goals, manage stress and organise their schoolwork. Pupils who can use problem solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential	SENDCo Headteacher SLT Pastoral Lead	Reviewed Annually

Improving the delivery of written information to pupils

AIM	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME
Increase access to the curriculum for children with a disability	• Heronshaw offers an inspiring and differentiated curriculum for all children. • We use resources tailored to the needs of children who require additional support to access the full curriculum offer. Children have access to the use of left-handed scissors, therapeutic putty (playdough), pencil grips, fidget toys, coloured acetates for reading and self-checking, access to sensory items such as ear defenders, peanut balls. • Curriculum progress is tracked for all children, including those with a disability/impairment • Targets are set effectively and are appropriate for children with additional needs through PSPs and EHCs • The curriculum is reviewed to make sure it meets the needs of all children. • Children will have access to the wide range of accessibility features of the iPad devices to aid learning activities. • Manual handling training for staff who support children's medical needs.	Good Levels of progress seen amongst all the vulnerable groups of children. Increased safety for children and staff.	Class Teacher SENDCo SLT	On-going
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for an individual purpose..	Head of school Office Staff	On-going

Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested (translated document where possible)	Review all current school publications and promote the availability in different formats when specifically requested.	All school information is available on the website. Heron Mail is created weekly.	Head of school Office Staff	On-going

Improving and maintaining access to the physical environment

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	RESPONSIBILITY	TIME FRAME
Corridor Access	All corridors are accessible for wheelchairs and wide enough to maneuver through	Corridors to be tidy and free from obstructions.	All school staff	On-going
Emergency escape routes	Labelled well and clearly displayed throughout the school.	Continue to ensure signs are maintained.	Site Manager SLT	On-going

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher, SLT, SENDCO and the governing body.

It will be approved by the governing body and the headteacher.

Links with other policies at Heronshaw School within IFtL

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives
- Special educational needs and disability (SEND) report
- Supporting pupils with medical conditions policy

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. Heronshaw School is part of the MAT, Inspiring Futures through Learning (IFtL).

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in this accessibility plan's development, including pupils, parents, staff and governors.