



# ACCESSIBILITY PLAN

<b>This policy was approved by the Local Advisory Body on:-</b>	<b>2026</b>
<b>The policy owner is:</b>	<b>Heather Avenue Infant School</b>
<b>This policy will be reviewed by the Local Advisory Body in: (unless earlier review is recommended by the Trust)</b>	<b>2026</b>
<b>Policy Version:</b>	<b>V1.7 (2025)</b>
<b>Signed by the Chair of the Local Advisory Body: -</b>	<b>Mrs Sarah Smith</b>
<b>Ratified by the Board of Trustees</b>	<b>28.01.26</b>
<b>Signed by the Chair of Trustee Board</b>	<b>Mr John Smith</b>

## Statement of intent

This plan outlines the proposals of the Local Advisory Body of Heather Avenue Infant School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

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

The Local Advisory Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The Head teacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

### Planning duty 1:

Curriculum Local Advisory Bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Enquiry	Action	Who	When	Outcome	Review
Use of Progress Review meetings to monitor and provide effective support/resources for all children	Progress review meetings have focus on disabled pupils and how we can best meet their needs in school	SLT/Class teachers	Termly	SLT and class teacher are aware of the needs of all children and are supported to provide the appropriate support for each child to access the curriculum All children receive the correct support and their needs are met enabling them to make progress	Summer 2026
Staff training to support all members of staff in providing the best educational experience catered to the needs of the children.	Needs of children audited and staff training put in place to meet needs as required	SLT	Summer Term ready for transition of new children Autumn Term	Staff have the skills to support the children to access the curriculum at their level	Summer 2026
Classroom organisation takes into account the needs of all children	Classrooms are organised so that children are able to work with as much independence as possible. Classrooms are audited and	SLT/Class teachers	Termly	Children able to access resources and work independently	Summer 2026

	resources provided according to need				
Review learning in the outside environment	Ensure that outside environment is accessible to all learners in our school	SLT	Summer Term ready for transition of new children Autumn Term	School buildings and outside areas are fully accessible	Summer 2026
SEND Learning plans reflect the views of the child/parents in meeting the child's needs	Ensure that child/parents views are collected and considered when creating profile	SENCO and Class Teachers	Termly	Views of children and parents are considered when meeting the needs of children with disabilities. Children/parents know that their views are valued and acted upon	Summer 2026
To develop emotional health and well-being Education	Trust objective for whole school  Head Teacher, Emotion Coaching lead, Mental Health lead, PE and PSHE co-ordinator to develop strategies across school to develop our emotional health and well-being education	Head Teacher, Emotion Coaching lead, Mental Health lead, PE and PSHE coordinator with all teachers	Spring Term	Children are equipped with skills necessary to support them in developing positive emotional health and well-being	Summer 2026

## Planning duty 2: Physical environment

Local Advisory Bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Enquiry	Action	Who	When	Outcome	Review
Steps to buildings require highlighting	Steps to be painted with a line of yellow on the top outer edge to raise visual awareness	SLT to organise	In place, reviewed termly to ensure lines are clear	Better visuals of steps to buildings ensuring that all members of school community are able to see steps and have safer access to buildings	Summer 2026
Lighting around school	Review lighting around school Increase lighting to areas as required - Consider - front and back of reception Consider - front of Yr 1 / 2 classroom	SLT/Caretaker	Reviewed Autumn and Spring term	Better visuals around school site during darkness, particularly relevant in Autumn and Winter months when daylight hours are shorter <i>Lighting added to main walkway through site, around canteen and Nurture Room Autumn 2017</i> <i>Added to further lighting to canteen Spring 2019 to support vision on route to nurture room</i> <i>Further lighting to be considered for car park area 2024/2025 Further lighting added to walk through, from Squirrels Class to Badgers Class, including car park 2022-2023</i>	Summer 2026

Wheelchair access at school	<p>Audit the access of wheelchairs at our school</p> <p>Ensure all areas of school are organised so that there is wheelchair access in all areas</p>	SLT	Summer 2023	Wheelchair users have access to all areas of school	Autumn 2026
Disabled toilets	<p>Ensure that each teaching block has access to a disabled toilet</p> <p>Add handrail to the toilets in Badgers reception block</p>	SLT	Summer 2023	Access to disabled toilets for all children who require this	Autumn 2026

### Planning duty 3: Information

Local Advisory Bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Enquiry	Action	Who	When	Outcome	Review
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.	SLT/Class teachers	Autumn 2022	Information accessible to all members of school community in a format to meet all needs	Autumn 2026
Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats published on the school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	SLT	Autumn 2022	Information accessible to all members of school community in a format to meet all needs	Autumn 2026

<p>Access training to support children in accessing all information given</p>	<p>Sign language training Training to support staff in meeting the needs of all pupils</p>	<p>SLT/Class teachers</p>	<p>Autumn 2022</p>	<p>All children will be able to access the information given in an appropriate format to meet their needs</p>	<p>Autumn 2026</p>
<p>To develop the use of Parent workshop's across school</p>	<p>The school will provide parent workshops as a method of sharing information Consider use of language line as part of workshop planning for EAL parents/carers</p>	<p>SENCO, PSA Teachers</p>	<p>Summer 2023</p>	<p>Parents will feel better informed with the option of gathering information from a less formal setting</p>	<p>Autumn 2026</p>