



Heather Garth
Primary Academy
Stars Aiming High

Accessibility Plan

Policy Review Details

This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate.

This policy will be reviewed by the Governing Body on a 3 yearly basis

Date of Issue: Summer 2023

S. Farr

Chair of Governors Signature

Headteacher Signature

Date of next review: Spring 2026

Contents

1. Aims
2. Legislation and guidance
3. Action Plan
4. Links with other policies

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 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

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.

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 the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan – 2023-2028

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

AIM	CURRENT GOOD PRACTICE (Include established practice, and practice under development)	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Ensure that we are meeting the requirements to promote disability equality across all of our areas of responsibility – all staff, all areas</p> <p>Ensure all staff are aware of any changing needs of pupils and parents / carers</p>	<p>Ensure that Equality and Diversity embedded throughout school, the curriculum and policies</p> <p>Meet with parents / carers to discuss changing needs</p>	Headteacher SENDCo Parental Engagement All staff	<p>July 2028</p> <p>Termly & as required</p>	<p>Our school values and recognises diversity. All children have a strong sense of belonging. There are no racist / homophobic incidents and pupils from different backgrounds mix and get on well with each other.</p> <p>Needs are well catered for and parents / carers are happy with the support provided</p>

Accessibility Plan

AIM	CURRENT GOOD PRACTICE (Include established practice, and practice under development)	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • All floors on one level • No steps 	<p>Make reasonable adjustments for disabled parents / carers eg. communicating with them via the phone, putting letters into larger font and providing wheelchair access, disabled parking, offering parents the opportunity to arrive earlier or later to meet their needs to events in school. (S)</p> <p>Supporting and signposting parents with Mental Health needs and allowing them to visit at quieter times and in a quiet space with a familiar member of staff. (M/S)</p>	<p>Ensure that there are alternative ways of communicating with parents to meet their need</p> <p>Provide opportunities for parents to visit school at alternative times and with familiar staff</p>	<p>Headteacher SENDCo Parental Engagement All staff</p>	<p>July 2028</p>	
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Verbal conversations • Support with reading and writing eg. Letters, signing forms 	<p>Continue to ensure all signage is clear and accessible. (M)</p> <p>Ensure pupils with Literacy difficulties are supported with their work (S)</p> <p>Ensure that all pupils have access to computers (L)</p>	<p>Review all signage internally and externally</p> <p>Order books with coloured lined paper for pupils with Literacy difficulties</p> <p>Support pupils who are digitally disadvantaged</p>	<p>Headteacher SENDCo Parental Engagement Caretaker All staff</p>	<p>Termly per academic year</p> <p>Termly</p> <p>Termly</p>	

4. 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
- SEND policy
- Supporting pupils with medical conditions policy

BARNESLEY
Metropolitan Borough Council

DCSF No:	Z120
School Name:	Heather Garth Primary
Blocks:	Block A - Main Block (Ground Floor)
Scale:	NTS
Date Drawn:	04.05.04
Date Amended:	
Revision No:	

Directorate for CYP&E
Schools AMP/Capital Programme

Original drawing prepared by NPFES/UKT-943/42/1 (IBD 04.05.04)