

Accessibility Plan



Version Number:	--
Governing Body sign off:	May 2021
Next Review Due By:	May 2024

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.

At Headlands we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. As a church school, our Christian foundation recognises that we are all unique and created in God's image. This underpins our vision for education, is integral to our church school ethos and reinforced within the different Christian Values that we explore every half term.

Inclusion permeates every aspect of school life to increase learning and participation for all pupils. Particular attention is paid to the provision made for different groups of pupils within school who may be vulnerable, for example because of their attainment, gender, ethnicity, disability or background. At Headlands, we aim to ensure that all those connected to the school feel proud of their identity and able to participate fully in school life. Our staff have a good understanding of the theories regarding Equity vs Equality which were thoroughly explored during our whole school training as part of the Alex Timpson Project in 2019/2020. As a result of this, all of our staff recognise that treating people equally does not necessarily involve treating them all the same.

The Accessibility Plan for Headlands School 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.

This plan has been drawn up based on information supplied by the Local Authority.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Headlands School offers a differentiated curriculum for children of all abilities. If required, specific resources are made available to ensure that certain children can access the curriculum fully.	To ensure that high quality provision for pupils with sensory impairment is maintained as they transition between year groups.	Training on use and maintenance of specialised equipment provided to staff supporting a child with sensory impairment.	Inclusion Manager HI/VI Team IT Manger	Annual review/MSP reviews and training	Training delivered and specialist equipment is being used effectively and consistently.
	Pupils with sensory impairment are provided with appropriate equipment to enable them to access the curriculum e.g. angled work surfaces, visualisers/iPads. Some staff are trained in maintenance and appropriate use of the equipment	To ensure a range of staff are adequately trained and have a secure understanding of how to support children with ASD/ADHD/SEMH needs to prevent individual pupils becoming reliant on one individual.	Budget considered for purchase/maintenance and replacement of suitable equipment.	Headteacher/Finance Manager	April each year (in line with the financial year)	Sufficient budget is available to allow maintenance and replacement of equipment as necessary.
	Highly trained staff support individual pupils with ASD/ADHD/SEMH needs allowing them full access to the curriculum.	To ensure pupil progress meetings are held following summative assessment weeks.	Existing staff given the opportunity to work alongside ASD/ADHD/SEMH needs support workers. Recruit new staff with experience of working with children with ASD/ADHD/SEMH needs as necessary.	SLT	Review training needs as part of the support staff appraisal process.	Identified pupils with ASD/ADHD/SEMH needs can be supported by a range of adults.
	Targets are set effectively and are appropriate for pupils with additional needs. Curriculum progress is tracked for all pupils, including those with a disability.		Class teacher and SLT to discuss progress and provision maps/MSPs to be reviewed regularly.	SLT/Class Teachers	Following each assessment week	Pupils with additional needs will meet targets set.

<p>Improve and maintain access to the physical environment</p>	<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 • Designated space to keep walking frames, wheelchairs, standing frames etc 	<p>To ensure that as the children who require such equipment/ adaptations transition to a new classroom, the furniture in the new classroom is arranged in such a way as to provide sufficient access to all areas for the children.</p>	<p>During transition meetings, receiving teachers to be made aware of the requirements required.</p>	<p>SLT Class teachers</p>	<p>July of each year during handover meetings</p>	<p>Pupils using specialist equipment and/or requiring adaptations are able to access necessary areas.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Headlands CE School uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To ensure that all signage around school is inclusive.</p>	<p>Staff to ensure that signage is appropriate for the needs of their pupils.</p>	<p>SLT Class teachers</p>	<p>September each year</p>	<p>All pupils will be informed.</p>

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 governing body.

LINKS WITH OTHER POLICIES

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality Policy
- Special Educational Needs (SEN) information report
- Supporting Pupils with Medical Conditions Policy