



Heytesbury CofE Primary School

Accessibility Plan

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Aims of the Accessibility Plan

This plan outlines how Heytesbury CofE School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have 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 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.

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

The Academy Council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- The Academy Council
- Acorn Education Trust

This plan is reviewed every 3 years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

AET will undertake an annual Accessibility Audit.

- 1.1. The audit will cover the following three areas:
 - **Access to the curriculum** – the SLT will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the SLT will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the SLT will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.2. When conducting the audit, AET will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.3. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.4. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.5. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Class teachers to identify needs, implement & record internal provision and its impact before requesting support from outside agencies.	PDM re Heytesbury SEND Offer. SENCo to monitor provision & impact.	SENCo	In place and on going	Early support/intervention Reduce need for outside agency involvement Children progress academically, socially & emotionally. Class teachers are confident to take ownership of SEND within their classroom.	July 2022
Medium term	TAs will need training and development to enable them to support children with SEND successfully.	Shadowing CT Invite to relevant PDMs/TD days. Engage with relevant online courses eg NCSL.	Class Teachers SENCo Head Teacher	In place and on going	TAs are confident to support children with SEND. TAs can deliver high quality, effective support and interventions.	July 2022
Long term	Wave 2 & 3 provisions need development to ensure impact.	PDM re Heytesbury SEND Offer / waves. Entry & exit assessment of any interventions. Staff training as relevant to the provision.	SENCo Class Teachers	In place and on going	Provisions in place have impact. Children progress academically, socially & emotionally. CTs & TAs are confident to support children with SEND.	On-going review as provisions grow.

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Maintain safe access around exterior of school.	Ensure pathway from main gate is kept clear. Keep Isobel's garden free from natural debris	Heytesbury Hedgehogs Caretaker	Spring 2021 ongoing	People with disabilities can move around the school site unhindered.	May 2021 ongoing
Medium term	No disability parking space.	Assess where this could be (school does not own the land) paint designated area	AET site team	Autumn 2021	Parking space available for a parent or visitor who needs it.	Jan 2022
Long term	Children with physical disabilities cannot access playground area.	AET to assess situation & apply for funding. Construction work to be undertaken.	AET Building contractors	Autumn 2022	School playground is accessible	Summer 2023

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Children with autism not always sure / confident with the class timetable which may cause anxiety.	All classes to have a visual timetable	Class teachers / TAs	In place and on going	Children prepared for the school day with reduced anxiety.	July 2022
Medium term	Ensure all staff are aware of accessible formats. Regular updates as necessary.	Guidance provided to staff on dyslexia and accessible information Children provided with appropriate materials	SENCo	In place needs updating	Staff understand how to ensure written information can be equally accessed.	July 2022
Long term	Children with dyslexia may not always be able to access learning material.	All classes to use dyslexia friendly font when working from the board Clear instructions given, with attention not to overload children Scaffolding learning using resources to allow children to focus on one task at a time	SENCo All staff	Begin January 2022	Children with dyslexia can access learning on an equal basis with their peers.	July 2023