



Heathfield Schools' Partnership

Accessibility Policy

February 2026

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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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 children can participate in the curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind. Our approach is outlined in Heathfield School' Partnership's Equalities Policy.

At Heathfield Schools' Partnership we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, please speak directly to one of the school's Inclusion Managers. If you continue to have a concern, 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 our Pupil Voice, staff, governors, which includes parent governors.

The Accessibility Plan will be published on the school website.



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Accessibility Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Increase access to the curriculum including enrichment opportunities for children with a disability.</p>	<p>Our school offers a differentiated curriculum for all children.</p> <p>Resources are personalised and tailored to ensure children who require additional support to access the curriculum can do so.</p> <p>Curriculum progress is tracked for all children including those with a disability.</p> <p>Targets are set effectively and are appropriate for children with additional needs. The curriculum is reviewed regularly</p>	<p>Children are making progress from their individual starting points.</p> <p>Attainment and progress is sustained.</p>	<p>Support staff receive regular training and share good practice.</p> <p>Assessment data and data analysis enables all children to be carefully tracked.</p> <p>Targets are shared with parents.</p> <p>Make adaptations and provide support as required to ensure all children can access clubs and trips.</p>	<p>Co-Headteachers</p> <p>Assessment Lead</p> <p>Inclusion Managers</p>	<p>Ongoing</p>	<p>Children with disabilities make at least expected progress in line with all children.</p>



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	<p>to ensure it meets the needs of all children.</p> <p>Enrichment opportunities such as clubs are made accessible to all children.</p> <p>All school visits and trips are accessible to all children.</p> <p>Some enrichment activities are designed specifically for children with a disability e.g. enhanced access to Rocksteady Foundation Experience day, sensory stories workshops.</p>					
Increase awareness of disability through the curriculum.	Curriculum resources include examples of people with disabilities	Curriculum increases awareness of	Continue to review content and resources to ensure they are reflective	Co-Headteachers Subject Leaders	Ongoing	All children can see themselves represented in the curriculum offer.



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	<p>such as children's reading books.</p> <p>Additional events and weeks such as: Children's Mental Health Week, Neurodiversity Celebration Week increase awareness of different disabilities.</p>	<p>disabilities for all children.</p>	<p>of our diverse school community and the wider world.</p>	<p>Inclusion Managers</p>		
<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of children as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Accessible toilets and changing facilities • Coat pegs and library shelves at wheelchair accessible height • Resources in classrooms all at wheelchair 	<p>All buildings and outdoor spaces are accessible.</p>	<p>Investigate if some thresholds could be made level.</p> <p>Improve accessible toilet and shower facilities as part of the development of the Willow Centre in KS2.</p>	<p>Co-Headteachers</p> <p>Premises team</p> <p>Achieving for Children (Local Authority)</p> <p>Inclusion Managers</p>	<p>Ongoing</p>	<p>School to be accessible and meet the needs of all children.</p>



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	<p>accessible height</p> <ul style="list-style-type: none"> • Disabled parking bays in both staff car parks • Play equipment in the playground is at a range of levels 					
<p>Improve the delivery of information to children with a disability</p>	<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 such as Widgit software • Use of Augmentative and Alternative Communication (AAC) devices 	<p>To ensure that our information is accessible for children with a disability.</p>	<p>Continue to embed advice from external professionals such as the speech and language therapist and occupational therapist.</p> <p>Improve signage to key areas of the school that children use e.g. toilets, dining room, hall, playground using Widgit symbols.</p>	<p>Co-Headteachers Inclusion Managers Teaching staff</p>	<p>Ongoing</p>	<p>All information is accessible to children with a disability.</p>



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	<ul style="list-style-type: none">• Use of Makaton to support children's communication if they are pre-verbal					
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