



HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL

ACCESSIBILITY PLAN

'Love your neighbour as yourself'

Matthew 22:39

'Be careful to do what is right in the eyes of everybody'

Romans 12:17

3-year period covered by the plan: 2022 - 2025

Plan agreed: September 2022

Plan Review: September 2025

Lead member of staff: Mr. A. Wheatley (Headteacher)

Introduction

'We strongly believe that each child is uniquely made in the image of God with their own strengths, weaknesses, interests and personality. Our core purpose is to ensure that children receive a stimulating and exciting curriculum with opportunities to explore their interest which will enable them to become life-long learners while reaching their full potential.

The School fully embraces the core Christian values which provide the foundation for all our policy and practice meaning we help children in all areas to enable them to become happy, well rounded young people.'

The purpose of this plan is to show how Heddon-on-the-Wall St. Andrew's CE Primary School intends, over time, to increase the accessibility of our School for disabled pupils.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Academy Committee has had three key duties towards disabled pupils, under Part 4 of the DDA:



1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Academy Committee of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the School curriculum which includes teaching and learning and the wider curriculum of the School, such as participation in after school clubs, leisure and cultural activities or School visits;
- b) improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services which includes improvements to the physical environment of the School and physical aids to access education;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled eg: handouts, textbooks and information about School events. The information should take account of the learners' disabilities and the preferred format of learners and parents and be made available within a reasonable timeframe.

Heddon-on-the-Wall St. Andrew's CE Primary School aims to treat all stakeholders, including learners, prospective learners, staff, Academy Committee Members, and other members of the School community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The School aims to work closely with disabled learners, their families and any relevant external agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in School life. The School is active in promoting positive attitudes to disabled people in the School and in planning to increase access to education for all disabled learners. As part of the ongoing communications with parents, carers and other stakeholders the School continues to look for ways to improve accessibility.

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the School will address the priorities identified in the plan.



The School Context

The School Building

The School is an Academy, part of the Pele Trust Multi-Academy Trust and is a voluntary controlled Church of England school for boys and girls with an age range 3-11 years old. The School was built into the side of a hill in 1963 and the site has multiple levels. The building is single storey with a change in levels internally. Following the conversion to a Primary School in September 2017 there were substantial alterations and extensions to the building. This included the installation of a new car park with accessibility ramp to a new accessible main entrance. The entrance has a dual level hatch to the Office. The installation of a lift means that the main areas of the building are fully internally accessible. A number of doors have also been replaced to widen the access. Externally there are ramps around the building, however, some external doors still require a portable ramp to be placed there to allow wheelchair access. A new accessible yard has also been created, however, access to the second yard is still via wide steps. Two dedicated accessible parking spaces have also been created in the new car park – one with hatching to both sides to enhance accessibility for those in a wheelchair.

The Current Range of Disabilities within the School

The school has learners with a range of disabilities including Multi-Sensory Impairment (both visual and hearing), mobility difficulties including learners in wheelchairs, learners who are peg fed and learners with Autistic Spectrum Disorder. When a learner joins the School with a specific difficulty the school contacts the relevant Local Authority and Health professionals who can provide support, guidance and where appropriate assessments of the environment for school and parents.

Some learners have asthma and all staff are aware of these children. In line with the [Supporting Pupils with Medical Conditions Policy](#) some learners carry their own inhalers while some are stored in the classrooms. Any use of inhalers is recorded. All parents must provide a Care Plan for such learners.

Some learners have severe allergies and / or food intolerances and require an Epi-pen. All parents must provide a Care Plan for such learners. All staff are trained to use the Epi-Pen on an annual basis by School Health.

All medical information is held in the Medical File and is available to all staff. The designated First Aider is Mrs. S. Ziolkowski and the following staff have been trained in First Aid, including paediatric First Aid:

Mrs. L. Anderson (Teaching Assistant);
Mrs. J. Broadbent (Teaching Assistant);
Ms. N. Lake (Teaching Assistant);
Mrs. A. McGurk (Teaching Assistant);



Mrs. J. Robins (Teaching Assistant);
Miss. L. Ross (Teaching Assistant);
Miss. K. Smith (Teaching Assistant);
Miss. A. Ridley (Apprentice Teaching Assistant);
Mrs. J. Walker (Teaching Assistant);
Mrs. A. Piggott (Lunchtime Supervisor);
Mrs. K. Rochester (Lunchtime Supervisor);
Mrs. V. Smith (Lunchtime Supervisor);
Mrs. H. Gasser-Thompson (Caretaker / Out of School Club Manager);
Mrs. S. Gibson (Out of School Club)

All medication is kept in a central and secure place which has easy access for First Aiders and staff members. Administration of medication is by First Aiders. In line with the Medication Policy all parents must complete administration of medicines consent forms outlining the illness, amount and time of medication. All medication that is given is recorded. Further information is available in the [Supporting Pupils with Medical Conditions Policy](#).

The School also has a defibrillator and all staff have been trained in how to use this equipment

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001);
- SEN & Disability Act 2001;
- The SEND Code of Practice: 0-25 Years (January 2015);
- The Disability Discrimination Act (amended for school 2001);
- Code of Practice for Schools (Disability Rights Commission);
- ISI inspection.

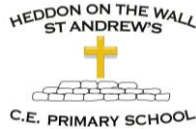
The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Academy Committee Member for SEND: Ms. S. McFarlane;
- Chair of Academy Committee: Mrs. M. Robson;
- Headteacher: Mr. A. Wheatley;
- SENDCO: Mrs. F. O'Reilly.

Making it happen: Management, co-ordination and implementation

The Accessibility Plan should be read in conjunction with the following school policies and documents:

- [Curriculum Policies](#);
- [Health and Safety Policy](#);



- [Equality Objectives;](#)
- [Special Educational Needs and Disability Policy;](#)
- [Special Educational Needs and Disability Information Report;](#)
- [Promoting Positive Behaviour Policy;](#)
- [Supporting Pupils with Medical Conditions Policy;](#)
- [School Improvement Plan.](#)

The Senior Management Team and Full Academy Committee take full responsibility for the Accessibility Plan. It may not be feasible to undertake and complete all the works during the life of this plan and therefore some items will roll forwards into subsequent plans. An accessibility audit will be completed by the School prior to the end of each plan period to inform the development of the next plan.

Getting hold of the School's plan

The Accessibility Plan is available on:

- The school website: <http://www.heddon-school.co.uk/key-information/send-disability/>
- Available on Google Drive for Staff;
- Paper copies are available upon request from the School Office.

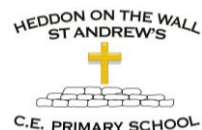
As the Accessibility Plan is available electronically there is the option to increase the font size as required. A standard font (Ariel) has been chosen for its clarity.

In writing the Accessibility Plan consideration has been given to ensuring it is as readable as possible with few acronyms and as little jargon as possible.

The School is happy to provide the Accessibility Plan in different languages / formats as required. Each website page has an embedded link to Google Translate.

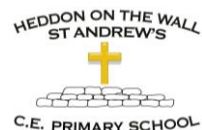
Document Record

Version	Reason for Amendments/Update/Review	Date of Adoption by School	Date of next review
1.0	Plan written and adopted	01/05/2016	01/05/2019
2.0	Plan updated with correct information about staffing and current context. Objectives reviewed and new objectives set	01/05/2019	01/05/2022
3.0	Plan updated with correct information about staffing and current context. Objectives reviewed and new objectives set	09/09/2022	09/09/2025

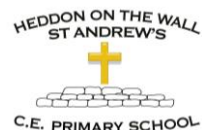


**HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL
ACCESSIBILITY PLAN 2022-2025**

Targets	Strategies	Outcomes	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that all policies consider the implications of disability access and the latest legislation	To be considered and added if necessary during normal review of policies.	Policies reflect current legislation	Ongoing	
To improve awareness of all staff to disability issues	Review staff training needs as part of Appraisal process; Source and provide training for staff as required.	Staff fully aware of the accessibility and disability needs and issues of learners in their care	Ongoing	
To increase parental engagement and input into the creation of policies and plans	Create a working party of staff and Academy Committee Members; Visit and speak to other Schools in Pele Trust to find out what is best practice; Communicate with parents in School via meetings / letters / e-surveys to find out their views; Working party to produce report for Full Academy Committee; Regular (termly) face to face meetings of class teacher, SENDCO, 1:1 Teaching Assistant and parents of learners with SEND to discuss, review and co-create their child's Pupil Passport	Parents feel that they have an opportunity to have a greater input into the creation of policies and plans Parents of children with SEND have an input into the termly review and creation of the Pupil Passport and targets for their child giving them a clear understanding of how the child is performing in School and the barriers to further progress	Working party set up by January 2023; Report to be completed by July 2023; Actions resulting from this to follow Meetings of parents /carers of children with SEND to begin September 2023.	



PHYSICAL ENVIRONMENT				
<p>To ensure that, where possible, reasonable adjustments are made to make the school buildings and grounds are accessible for all learners and adults and to continue to improve the school's physical environment for all</p>	<p>Audit of accessibility of school buildings and grounds following completion of building and snagging works to be completed as part of next Health and Safety inspection by designated Academy Committee Member; Designated Academy Committee Member to provide a written report to the Finance and Premises Committee and School Business Manager suggesting actions; Schedule of works to be created to implemented as and when School budget allows.</p>	<p>Modifications will be made to the school buildings and grounds to improve access for all including the following: Wheelchair access to Key Stage 2 yard; Alteration to decking in Early Years yard to allow easy access; Installation of ramping to other external doors – Hall and Nursery; All internal doors replaced ensuring wider access for adult wheelchairs; Kerbing from car park to field dropped to allow Wheelchair access.</p>	<p>Audit completed by January 2023; Report to Academy Committee by Spring 2023 Academy Committee Meeting; Implementation ongoing</p>	
CURRICULUM				
<p>To annually review the curriculum plans including Personal, Social and Health Education (PSHE), Relationship and Sex Education, Drugs and Alcohol Education curriculum to ensure it is relevant, accessible and promotes disability equality in line with current developments and legislation</p>	<p>Senior Management Team to lead review meetings in Key Stage teams; Curriculum and planning to reflect how differentiation / adaptations allow access to all learners; Specific work to promote disability equality is built into the PSHE curriculum</p>	<p>All learners are able to access a relevant and engaging curriculum; Promotion of a positive attitude to disability within the school</p>	<p>Ongoing Annually</p>	
<p>To continue to provide appropriate training to staff to ensure that they are able to meet the needs of</p>	<p>Special Educational Needs and Disability Co-ordinator to review the needs of learners through</p>	<p>Staff are all highly skilled in enabling all learners to access the curriculum</p>	<p>Termly review with training ongoing as</p>	



disabled learners both in this School and for transition	assessment data and discussions with parents, carers and relevant external agencies; Additional training to be sourced and provided as required; Transition work and links with the High School to continue on a regular basis.		required	
To provide specialist teaching aids and equipment to promote participation in learning by all pupils	Assess the needs of learners in each class; Seek advice from parents and carers as to their view; Seek advice and assessment (if necessary) from the Local Authority and / or relevant external agencies; Provide equipment as required such as writing slopes, Sound Field systems, hearing aids, Occupational Therapy equipment, feeding machinery and laptops etc; Source training for staff in use of equipment if required.	Learners more engaged and will develop independent learning skills enabling them to reach their full potential	Reviewed termly by Special Educational Needs and Disability Co-ordinator and Designated Academy Committee Member	
To meet the needs of individual learners during statutory tests (Reception Baseline Test, Year 1 Phonic Screen & Year 2 resits, Year 4 Multiplication Test, Year 2 SATs and Year 6 SATs)	Learners will be assessed in accordance with normal classroom practice; Any adjustments required will be made in line with the STA (Standards and Testing Agency guidance) from the Department for	Barriers to learning and performance will be reduced or removed, enabling learners to achieve their full potential	Annually	

	Education – this may involve an STA assessment process for adjustments (Year 6 only)			
To ensure that all learners are able to access all out of school and extra-curricular activities including clubs, school trips and Partnership residentials	<p>Pre-visits and Equality Impact Assessment for proposed visits to be completed prior to any visits to ensure there is appropriate disability access;</p> <p>Staff providing after school clubs to consider how to make accessible to all learners;</p> <p>Review of out of school provision to ensure compliance with legislation;</p> <p>Selection of residential venues will take into account the need for disabled access;</p> <p>Provision of alternative residential to France (Paris) to ensure that pupils with disabilities can attend and this may include their parents going with them</p>	<p>All providers of out of school activities will comply with legislation to ensure all learners can participate regardless of disabilities;</p> <p>All school visits will be made to sites with appropriate disabled access to enable all learners to participate;</p> <p>Residential venues will have suitable accessible access.</p> <p>Pupils with disabilities are able to experience a residential in France and have the same opportunities to use their French learning as other pupils.</p>	Ongoing	
WRITTEN / OTHER INFORMATION				
To ensure that all parents / carers and other members of the school community can access information	<p>Information provided on website & clearly signposted through school Facebook page, Twitter feed and School Comms service;</p> <p>Written information provided upon request;</p>	Parents, carers and other members of the school community able to easily access information.	As needed	

	<p>Information / letters etc can be supplied via email if requested; School to trial audio versions of letters and posts on the School website; Information available in different formats upon request; School will provide access to computers in school should enquirer not have internet access; Duplicate copies of information (but not pupil work eg: cards / calendars etc) can be supplied to parents who are no longer together;</p>		<p>Trial to begin January 2023 with a review in July 2023 following consultation with stakeholders.</p>	
<p>To ensure that parents / carers who are unable to attend parents evenings due to a disability or illness can still speak to the class teacher about their child</p>	<p>Staff to record attendance at parents evenings on CPOMS; Parents / Carers who are unable to attend due to disability / illness to be offered a virtual appointment via Google Meet; School Office to contact all parents who do not / were not able to attend to arrange either a telephone or virtual appointment with the class teacher. A written report can be provided if preferred.</p>	<p>Parents / carers are fully informed about their child's progress.</p>	<p>Termly</p>	