



Heyman Primary and Nursery School

## Accessibility Plan

**Adopted : Spring 2026**

**Review : Spring 2027**

Signed.....(Chair of Governors)



## Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

## Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age. Heymann Primary and Nursery School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND (available on our school website)

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

## The purpose and direction of the school's plan

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Heymann Primary and Nursery School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

### The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Inclusion Team has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works together with partner schools as required.
- Disabled pupils have access to extra-curricular activities.

#### **Current good practice:**

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

**Physical Environment** - Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, afterschool clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

**Curriculum** - Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. However, all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

**Information** - Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

**Access Audit** - We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

We consult with experts when new situations regarding pupils with disabilities are experienced.

Our Action plan is set out below

1. Access to the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
To ensure effective communication and engagement with parents	SLT Inclusion Team	<ul style="list-style-type: none"> <li>• Termly meetings with parents/carers – Termly consultations</li> <li>• Support plan / Annual Review meetings with Inclusion Team</li> <li>• Stay and Learn sessions</li> <li>• liaise with parents to prepare for the new intake of children into Foundation Stage each year</li> </ul>	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.	SLT Inclusion Team School nurse	<ul style="list-style-type: none"> <li>• EpiPen training</li> <li>• Intimate care policy and trained staff</li> <li>• Training from SALT, SFSS and SEMH partnership</li> <li>• Access to courses, CPD and online resources for CPD shared with staff</li> <li>• Outreach support from local special school</li> <li>• Ongoing guidance from specialists e.g., pupils with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.</li> </ul>	Training time TA time allocated	Ongoing – needs identified via annual CPD calendar and appraisal process	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
To ensure effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Inclusion Team SLT	<ul style="list-style-type: none"> <li>• Strategic deployment of support staff/intervention teacher</li> <li>• Use of ICT, e.g.: Clicker &amp; voice activated text</li> <li>• Purchase and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL.</li> <li>• Ensure specialist equipment (e.g.: hearing aids) is checked daily and seek advice if needed (e.g.: from Sensory Support)</li> </ul>	Specific apps to support learning as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
To ensure that all learners have access to the curriculum	Inclusion Team Site Supervisor	<ul style="list-style-type: none"> <li>• Pastoral support, timetable adaptations</li> <li>• Individual physiotherapy/OT programmes</li> <li>• Speech and language therapy programmes</li> <li>• Use of access arrangements for assessment/National tests</li> </ul>	Independent speech therapist termly Occupational therapy/ Sensory	In place and ongoing	Needs of all learners met enabling positive outcomes
To Improve educational experiences for visually impaired pupils	Inclusion Team	<ul style="list-style-type: none"> <li>• Consult Sensory Support team</li> <li>• Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs</li> </ul>	Cost of equipment	when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.

To Improve educational experiences for hearing impaired pupils	Inclusion Team	<ul style="list-style-type: none"> <li>• Daily maintenance and use of radio aids when required</li> <li>• Consider hearing loop/soundfield systems if recommended</li> <li>• Consult Hearing Impairment team</li> </ul>	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
To ensure that all school clubs and visits are accessible to all children	Inclusion Team SLT Staff leading clubs	<ul style="list-style-type: none"> <li>• Risk assessments will be undertaken where appropriate</li> <li>Providers will comply with all legal requirements</li> </ul>	Any specialist equipment needed to allow a child to access a club Outside expertise as needed	Ongoing as clubs and visits are arranged	Increased access to the extra-curricular activities for all pupils with SEND.
To ensure that parents/ carers who have a disability can receive and understand information and reports in a suitable format.	School staff Inclusion Team	<ul style="list-style-type: none"> <li>• School to identify potentially vulnerable parents or carers with disabilities and discuss with them ways to share information.</li> </ul>	Outside expertise as needed		

## 2. Improving Physical Environment

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets	Site Supervisor	<ul style="list-style-type: none"> <li>• Maintain wheelchair accessible toilets with clinical waste bins</li> </ul>	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	Site Supervisor	<ul style="list-style-type: none"> <li>• Designated disabled parking</li> <li>• Wide doors and corridors</li> <li>• Clear route through school</li> </ul>	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improvements to help the visually impaired	Site Supervisor	<ul style="list-style-type: none"> <li>• Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint</li> <li>• Trip hazards identified and addressed, with support from the Sensory Team where applicable</li> </ul>	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.