




The Heys School

Accessibility Plan

June 2022

Date Reviewed:	June 2022
Next review Date:	June 2023
Role (COG/CEO Trust)	I Mclaughlin
Signed:	



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Introduction

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The purpose of this plan is to show how The Heys School intends, over time, to increase the accessibility of our school for students with a special educational need or disability. At the heart of The Heys School's ethos is seeing the whole child. We therefore include in this plan how we can increase accessibility for the families of these children, as well as support any parents who may have a special educational need or disability.

The plan 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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

Actions	Success Criteria	Milestones	Monitoring & Evaluation	Resources
To adhere to legislation				
<p>The accessibility plan to be reviewed and revised on an annual basis.</p>	<p>The accessibility plan is reviewed and revised by the school SENDCO on an annual basis.</p> <p>The accessibility plan is placed on the agenda of the annual Full Governing Body meeting to ensure all governors are aware of the plan and the current situation in school.</p> <p>School will be adhering to legislation.</p>	<p>Annually (September)</p>	<p>SLT and SENDCO to meet annually to go through the revised accessibility plan and current report, prior to the Full Governing Body meeting.</p>	<p>Management Time</p>
To improve staff awareness of SEND issues.				

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<p>Review and re-cap staff training needs to ensure all are able to fully support any students with SEND.</p> <p>Training from SENDCO or SLT.</p> <p>Support and training from the Additional Needs Team, Behaviour Outreach Team, Educational Psychology service or other outside agency if necessary..</p>	<p>Staff will be able to support all SEND children to the best of their ability.</p> <p>Staff will be trained, where necessary, by experts in the area of SEND required.</p> <p>All staff will be aware of students needs and will know where to access support if needed.</p>	<p>Transition support – July annually</p> <p>Training – on-going as required</p>	<p>SENDCO to monitor training and support.</p> <p>SENDCO to support transition planning.</p>	<p>Release time for staff to observe children in lessons, attend training sessions and consultations with experts.</p>
<p>To ensure children with medical conditions are able to attend school and access the curriculum wherever possible</p>				





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<p>Staff to have training to support children with medical conditions. Including first aid and SEMH first aid.</p> <p>New teaching support staff to have intimate care/basic medical care as part of their job description.</p> <p>Medical care plans written by Assistant SENDCOs with parent to ensure children are able to attend school safely.</p> <p>Care plans to be reviewed annually and shared with all staff annually.</p> <p>Assistant SENDCOs discuss with yr 6 parents and go through Care Plan before the pupil starts yr 7</p>	<p>Care plans completed with pupil and parents and distributed to all staff during Sept inset days</p> <p>Staff will be able to support children with medical conditions.</p> <p>Children with medical conditions will be able to attend school more regularly as their needs will be met in school.</p> <p>Parents will have confidence in the school, that procedures are being followed as per the medical care plan.</p> <p>Teachers will be fully aware of the medical conditions of any children in their class.</p>	<p>Training provided as required and as new staff are employed.</p> <p>Medical Care Plans to be reviewed each Summer term ready for September start.</p> <p>Medical Care Plans to be reviewed more frequently if the situation changes.</p>	<p>SENDCO to review medical care plan annually or earlier if a child's circumstances change.</p>	<p>Cost of training first aiders and SEMH first aiders.</p>
<p>To ensure the school building and grounds are accessible for all children and adults</p>				





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