



South Hetton Primary School

Accessibility Plan



Date Reviewed	November 2025
Next Review Date	November 2028

Definition of Special Educational Needs and Disability (SEND) taken from the Children's and Families Act 2014.

1. Vision Statement

Under the Equality Act 2010, schools are required to have an Accessibility Plan. The Equality Act 2010 replaced all previous equality legislation, including the Disability Discrimination Act. The effect of the law remains the same, meaning that *schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief, or sexual orientation*.

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

- a) they have a physical or mental impairment, and
- b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Accessibility Plan is a statutory document listed within the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body, an individual governor, or the Headteacher.

At South Hetton Primary School, our values reflect our commitment to creating a school where there are high expectations of everyone. Children are provided with high-quality learning opportunities so that each child can attain and achieve all that they are capable of. Everyone in our school is important and included. We promote an ethos of care and trust where everyone is valued and has a sense of belonging. We work hard to ensure that all children feel seen, and we believe that all children should feel safe, happy, and valued.

1. **The Accessibility Plan is drawn up in compliance with current legislation.** The Governing Body is accountable for ensuring the implementation, review, and reporting of progress of the Accessibility Plan over its duration. The intention is to provide a projected plan for a three-year period ahead of the next review date.
2. **The Accessibility Plan is structured to complement and support the school's Equality Objectives and will be published on the school website.** We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and, in particular, Schedule 10 regarding Accessibility) and will advise on compliance with that duty.
3. **South Hetton Primary School is committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents, carers, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs.** We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support, and awareness within the school.
4. **The South Hetton Primary School Accessibility Plan outlines how access is to be improved for disabled pupils, staff, and visitors within a given timeframe, while anticipating the need to make reasonable adjustments to accommodate their needs where practicable.**

The Accessibility Plan contains relevant and timely actions to:

- **Increase access to the curriculum for all pupils with a disability**, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as their non-disabled peers. *(If a school fails to do this, it is in breach of its duties under the Equality Act 2010.)* This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities, or school visits. It also includes the provision of specialist or auxiliary aids and equipment that may assist pupils in accessing the curriculum within a reasonable timeframe.
 - **Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids that support access to education within a reasonable timeframe.
 - **Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities**. Examples might include handouts, timetables, textbooks, and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.
1. The South Hetton Primary School Accessibility Plan relates to the key aspects of the physical environment, the curriculum, and written information.
 2. Whole-school training will recognise the need to continue raising awareness among staff and governors regarding equality issues with reference to the Equality Act 2010.
 3. **The Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:**
 - Behaviour Management Policy
 - Curriculum Policies
 - Emergency Plan
 - Health and Safety Policy
 - Special Educational Needs Policy
 - Teaching and Learning Policy
 - School Prospectus
 - School Improvement Plan
 4. **The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Governing Body.** It may not be feasible to undertake all of the works during the life of this Accessibility Plan and, therefore, some items may roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covered by this plan in order to inform the development of a new Accessibility Plan for the following period.
 5. **Equality Impact Assessments will be undertaken as and when school policies are reviewed.** The terms of reference for all Governors' committees will include the requirement to consider Equality and Diversity issues as set out in the Equality Act 2010.
 6. The Accessibility Plan will be published on the school website.
 7. The Accessibility Plan will be monitored through the work of the Governing Body.

8. The school will work in partnership with the Trust, and where necessary the Local Authority, in developing and implementing this Accessibility Plan.
9. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

5. Aims and Objectives

Our aims, as set out in this Accessibility Plan, are as follows:

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information to pupils and their families

Our objectives are detailed in the action plan presented below.

6. Current good practice

Early Communication:

We aim to enquire about any disability or health condition through careful early communication with new parents and carers. For parents and carers of children already at the school, a Health Needs Audit is carried out annually to monitor any changes in need. (This is sent using Forms, and the information is collated by the SENDCO.)

Physical Environment:

All pupils take part in extra-curricular activities, with additional support provided where required. Some aspects of extra-curricular activities present particular challenges. For example, lunch and break times can be difficult for children with social or interaction impairments; some after-school clubs may present challenges to pupils with physical impairments; and school trips may require additional considerations for pupils with medical needs. Each case is considered individually, allowing reasonable adjustments to be made to ensure access for all.

Curriculum:

There are areas of the curriculum to which disabled pupils may have limited or no access. Some areas present particular challenges—for example, PE for pupils with a physical impairment, or key curriculum areas for pupils with visual or hearing impairments. Each case is considered individually to enable reasonable adjustments, allowing us to provide a broad, balanced, and high-quality curriculum for all pupils, regardless of need.

Information:

Different forms of communication are made available to enable access for all. Where families need additional support in accessing communications, particularly written communications, they are encouraged to seek assistance within school, where we are happy to make suitable arrangements.

7. Access Audit

The school is a single-storey building with corridors and several external access points. All internal areas of the school are at ground level. The main entrance is wheelchair accessible, and all entrances have wide doors fitted. The remaining entrances are stepped.

The school has on-site parking for visitors and staff, with the main entrance opening onto the car park. Access to the main entrance is via a buzzer system.

There are no internal steps or stairs within the school, and wide doors are fitted to all rooms, with the exception of the school's "Chill Room" and pupil toilets. There is, however, a disabled toilet on site.

Accessibility frames are available in toilets in both KS1 and KS2. There are disability bars in a toilet in the nursery. All toilets are unisex.

The school has emergency signage, and escape routes are clearly marked.

8. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced. These consultations will be carried out in a prompt and timely manner.
- The Governors and Senior Leadership Team will work closely with the Local Authority and The Tudhoe Learning Trust.

6. Action Plan

Aim 1

To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To liaise with parents/childminders/private nursery providers to review potential intake into nursery/ reception.	To identify pupils who may need additional to or different from provision	To be completed in a timely manner before children start school – x1 term	HT EYFS Lead Nursery Teacher SENCO	Procedures/equipment /ideas set in place
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders SENCO	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT SENCO All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with epilepsy or mobility issues and visual impairment issues	To ensure collaboration between all key personnel Ensure Health care plans are in place Medical register in place	Ongoing	HT TAs SENCO Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	Employment of specialist advisory teachers; CPD for staff and: • A differentiated curriculum with alternatives offered. • The use of PKS levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment: Specific equipment - fidgety feet /footstools/weighted/blankets/Ear defenders • Occupational therapy	Ongoing	Teachers SENCO Advisory Staff	Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum.

Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To use assessment information to improve access to the curriculum for SEND pupils.	• SENCO/Class teacher meetings/Pupil progress • SEN support plans reviewed 3 times per year • Scrutiny of assessment system • Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards support plan outcomes Provision mapping shows clear steps and progress made
	To monitor attainment of all pupils with a clear focus upon SEND pupils	• Phase leaders, SENDCO, SLT and Governors, closely monitor progress of all groups throughout the year.	Termly	Leadership team	All groups of children make substantial and sustained progress against relative starting points.
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access • Screen magnifier software for the visually impaired • Ear defenders –Sensory-ASD • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.	Ongoing	Whole school approach	Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
Long Term	To ensure all children with ASC have access to the curriculum	• Individualised multi-sensory teaching strategies used for children. • Referrals to the ASC team when required • Support from parents by the SEN nurse - support at home • Resilience nurse now offering CBT sessions to parents • Have access to ear defenders. • Children with a diagnosis of ASC have a Healthcare Plan and are included on school Health Care Register	Ongoing	All staff	To ensure all children with ASC have access to the curriculum
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum coordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Improve physical environment of school based on emerging/changing need.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure that all pupils can access the different areas and aspects of the building and learning provision	Appropriate displays used in classrooms and spaces and resources fully accessible	Ongoing	Teaching and non-teaching staff	Environment maintained so that it is accessible to all.
	Ensuring all with a disability are able to be involved	• Create risk assessments/ access plans for individual disabled children as part of support plan process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. • Assistance from specialised services, e.g. Local Authority Sensory Needs Team, Local Authority Occupational Therapy, will be sought where appropriate to carry out environmental audits and provide specific guidance	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	• To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. • Ensure Health care plans in place • Reviewed annually Health care plans • Medical Register in place	Provide frequent opportunities for information sharing– context and needs driven.	Head Teacher SENCO School nurse	Health care needs are identified and plans to support these are in place.
	Ensuring disabled parents have every opportunity to be involved	• Arrange interpreters from the RNID to communicate with deaf parents if applicable • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents	Provide frequent opportunities for information sharing– context and needs driven.	Whole school team with immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop playgrounds and facilities so they are accessible to all pupils	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child friendly play areas.
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure carpark, roads, paths around school are as accessible and safe as possible.	Coordinate/Liaise with the County Council Communication with parents via safety messages /letters/walk to school week/Arbor/Facebook	Ongoing	HT PSHCE Coordinator	No accidents
	Our pupils are active, healthy and understand the ways they can help to look after their own emotional wellbeing	Enrich the curriculum and assemblies to develop physical and emotional wellbeing utilizing outside agencies wherever required and our own internal resources.	Ongoing	Curriculum Manager	Active, healthy and confident pupils

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure regular communication and updates for all parents/carers.	Regular parental communication via Arbor (or any agreed adapted means.	Ongoing	All staff	Parents kept up to speed with information from school.
	To enable improved access to written information for pupils, parents and visitors.	- Use of symbol software to support learners with reading difficulties. - Raising awareness of font size and page layouts will support pupils with visual impairments. - Colour of paper in books - Audit, and replenish where required, the range of dyslexia friendly texts available in the school library – Badger Books Collection (<i>Full Flight etc.</i>) are lower reading level with more sophisticated stories for the older, struggling reader and also adopt dyslexia friendly font and page colours - Listening books - audio books/Tonie box - Auditing the class libraries to ensure the availability of large font and easy read texts will improve access.	Ongoing	SENCO English Leader	Children able to access information in appropriate forms and formats.

		Auditing signage around the school to ensure that is accessible to all is a valuable exercise.			
Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	- Information collected about new children. - Records passed up to each class teacher. - End of year class teacher meetings - Annual reviews - Support plan meetings - Medical forms updated annually for all children - Personal health plans - Significant health problems –staff to be made aware and info kept in separate file in medical room - Training through medical professionals as required, via face to face training, PowerPoints or website resources e.g National College - Arbor updated for census	Annually	SENCO Class teachers Outside agencies Office staff	Each teacher/staff member aware of disabilities of children in their classes
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary. Records on Arbor/ network/ protected	- Record keeping system to be reviewed. - Utilising new management system - Arbor - CPOMS is being fully utilised for uploading documents and recording conversations with parent and professionals	Continual review and improvement	Assessment Coordinator	Effective communication of information about disabilities throughout school.