Accessibility Policy

Sir John Heron Primary School

Version & Date of Last review: 5, 11/2025	**Approved by Governors (Date) :** 20/01/2026
Authorised by: N Ishaq	
Review Date: 11/2028	

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SIR JOHN HERON PRIMARY SCHOOL

ACCESSIBILITY POLICY

At Sir John Heron we are committed to providing an environment that enables full access and participation in the school community for all pupils, staff and visitors with a disability, regardless of their physical, sensory, social, spiritual, emotional and cultural needs.

We have high expectations of all pupils.

We are committed to taking positive action in accordance with the Equality Act, 2010 with regard to disability. We are a very inclusive school and are eager to promote a culture of support and awareness within the school.

Definition of Disability

The Equality Act, 2010, defines disability as when a person has a 'physical or mental impairment which has a substantial and long term (more than 12 months) effect on that person's ability to carry out normal day to day activities'.

Some specific medical conditions are also considered as disabilities. Sir John Heron Primary School is committed to the principals of accessibility, and that all parts of the school should be available to everyone.

Sir John Heron Primary School makes provision for all SEND pupils who have Special Educational Needs. The responsibilities set by the new **Code of Practice 2015**, are aimed to build on and complement the best inclusive practices in schools.

Sir John Heron has resourced provision places for 16 children with Profound and Multiple Learning Difficulties. The Local Authority allocate these places, and applications for them cannot be made directly to the school.

In accordance with requirements Sir John Heron will make plans available to the public by including them in the school prospectus, website and Governors Reports. This will focus on the following areas:

- Admission arrangements for SEND pupils
- Facilities to assist access to the school for SEND pupils
- Arrangements for ensuring SEND pupils are treated equally to all other pupils

School Role

The school has a key role in planning to increase access to the curriculum for a range of SEND pupils. The building meets all aspects of the Local Authorities requirements for SEND pupil's accessibility.This plan sets out the proposals of the school to increase access to education for SEND pupils in the three areas required by the planning duties. The school has drawn up an accessibility plan, which will be published on the school's website and which has the following main aims:-

- To increase the extent to which SEND pupils can participate in the curriculum.

- To improve the physical environment of the school to enable SEND pupils to take better advantage of education, facilities and services provided.
- To improve the availability of accessible information to SEND pupils.

The school will review its accessibility plan at least every three years. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached (Appendix 1) is a set of action plans showing how the school will address the priorities identified in the plan.

At Sir John Heron:-

- We will continue to make reasonable adjustments to avoid SEND persons being placed at a disadvantage.
- We recognise the need to make changes to our practices to ensure, as far as is reasonably possible, that a person with SEND can benefit from what we offer to the same extent as a person without a disability.
- We recognise the need to adapt planning and activities in order to ensure that pupils with SEND are able to access the curriculum.
- We do not discriminate against pupils with SEND when they apply to join our school, which is reflected in our Admissions Policy.
- We will provide auxiliary aids or services for pupils with SEND, when it is reasonable to do so, to ensure that the pupil is not at a disadvantage in comparison to a pupil without SEND.
- We endeavour to increase the extent to which SEND pupils can participate in the school curriculum
- We strive to improve the environment of the school to increase the extent to which SEND pupils can take advantage of education and associated services
- We share information from external professionals with all adults involved in the education of the pupil

Participation in the Curriculum

At Sir John Heron all pupils have access to a full, broad and balanced curriculum and the school is committed to overcoming potential barriers to learning for pupils with a special educational need or disability.

- The school provides resources, auxiliary aids and equipment and support to ensure that pupils are fully able to access the curriculum. Classroom organisation also contributes to accessibility.
- Measures are put in place so that pupils with disabilities are able to participate in out of school visits, after-school clubs and cultural activities.
- The school also seeks and follows advice on the provision of resources, aids and support from Local Authority support services, such as specialist teachers, advisors and health professionals.
- Support staff are deployed according to individual pupil's needs.
- Training is given to teachers and teaching assistants who teach and support pupils with SEND.

Physical Environment of the School

Sir John Heron School is a purpose built school with wide corridors, enabling all children to access all areas. There are electric doors into the reception area and there is a low window in reception for visitors in wheelchairs. It is not necessary to climb any stairs to get into the school building. The car park has a ramp access to the school and a dedicated disabled parking space. There is also a separate zone within the car park area to provide safe access for mini buses and coaches, and for parents to drop-off pupils.

The school building is on two levels with a lift. We also have two disabled toilets and three hygiene rooms. All doors comply with current fire regulations and are wide enough for disabled access. All rooms have good access from the main corridor, and EYFS/ KS1 rooms also have access to outside spaces. We have a roof garden which also has lift access.

Availability of Accessible Information

AT SJH staff ensure that:

- Interpreters are present in meetings to ensure accurate information sharing (where necessary)
- Class resources are enlarged or adjusted to meet the needs of pupils with a visual impairment, along with the use of assistive technology.
- Interactive whiteboards enable lessons to be displayed in different formats and with different colour backgrounds and fonts.
- A website designer has been employed to ensure that fonts used on the school website, are clear and appropriate background colours are used.

Linked policy documents:

- SEND Policy
- Equality Policy
- Admissions Policy

Appendix 1

Accessibility Plan

SJH have a responsibility to provide a broad and balanced curriculum for all pupils, but the curriculum is much broader than just teaching and learning. It also includes after school clubs, sporting and cultural activities and school visits. The National Curriculum provides the starting point for planning for children with specific needs. The statutory inclusion statement on the provision of effective learning opportunities for all, outlines how the National Curriculum can be modified to provide relevant and challenging work. The three essential principles for developing a more inclusive curriculum are:

1. Setting suitable learning challenges
2. Responding to pupil's diverse learning needs
3. Overcoming potential barriers to learning and assessment

Planned curriculum development is time intensive, so to be sustainable we aim to focus on a chosen area of the curriculum, coordinated with priorities in the school development plan. Currently at Sir John Heron Primary School all pupils are included in all aspects of school life where possible. However plans will need to consider physical disabilities regarding:

• Swimming to ensure that appropriate transport, staffing and training are provided
• School visits to ensure that appropriate transport, staffing and training are provided

Pertinent staff training (teaching and non-teaching) will be accessed through school and LA by specialists either on borough wide courses or specific to our own needs. It may include training on:

Signalong/Deaf awareness/ Hoisting / Emergency medication / Mental health awareness/Equality/ Social / Emotional/ Behaviour issues/Safeguarding/ Inclusion The school will also be able to share good practice with local schools. It is vital for pupils and parents who are disabled to access all information (e.g. Braille, audio tape). The school is able to access via the LA a range of services that can be used to convert documents into the appropriate formats.

The main priorities in the school's plan:

- To fully meet the needs of pupils with language and communication needs and continue developing the provision offered for these pupils.
- To identify and meet the needs of pupils with Social, Emotional and Mental Health (SEMH) difficulties.
- To work with parents of pupils with SEND to ensure a continuity of approach and exchange information in a timely and supportive manner.

Accessibility Plan

Yearly	**Termly**	**Daily**
Key Issues to ensure that all pupils have access to: • Broad and balanced curriculum. • Raise staff awareness of supporting pupils with Language and Communication and SEMH needs. • Discussion item on Governors Committee. • Link Governor meets with SENCO • Governing Body informed/able to question. • Safety for all increased. • Workshops, meetings and school visits are planned for parents to attend.	Information easily accessible for: • All parents/ carers informed and information documents easily accessible. • On-going staff training – whole and individual. • Staff awareness and expertise increased. • Monitoring of provision for pupils with SEND. • Use of outside agencies SEND Services/Ed Psychologist/ CNDS/Speech and Language Therapy, Occupational Therapy, Physiotherapist. • Ongoing CPD for teachers and support staff. • Monitoring of impact of provision for SEND/disabled pupils. • Pupil progress meetings with teachers to discuss pupils with SEND.	• All pupils making good progress. • Improved access of learning for all. • Lessons appropriately differentiated and pupils supported making best possible progress. • Staff expertise/knowledge increased. • To provide full access to the school environment. • Visuals are in place for pupils with SEND. • Improved access of learning for all pupils. • Profile of accessibility raised. • No pupil denied access. • Improved safety for all pupils. • Access for all : to provide access to information in a variety of formats as required. • Translation is available for parents when necessary.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To fully meet the needs of pupils with language and communication needs and continue developing the provision offered for these pupils	• Differentiated curriculum in place to support language and communication needs • Visual supports, clear routines and simplified language used consistently • Targeted interventions for speech and language development • Classroom resources adapted to support understanding • Progress tracked and reviewed regularly • Advice from speech and language professionals implemented	Short-term: Consistent use of communication-friendly strategies across all classes Medium-term: Further develop targeted interventions for language and communication needs Long-term: Pupils communicate confidently and access learning independently	• Review classroom practice to ensure visuals and scaffolding are in place • Provide staff training on speech, language and communication strategies • Monitor impact of interventions and adapt provision as needed • Work with external professionals to refine strategies	SENCO Class Teachers Speech and Language Professionals Senior Leadership Team	Ongoing with termly review	• Improved communication skills • Increased engagement and independence • Pupils make expected or better progress from starting points

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To work with parents of pupils with SEND to ensure a continuity of approach and exchange information in a timely and supportive manner	• Regular communication between school and home • Parents involved in planning and reviewing SEND provision • Interpreters used where required • External professional advice shared appropriately	Short-term: Strengthen communication channels with parents Medium-term: Increase parental confidence in supporting needs at home Long-term: Strong partnerships that positively impact pupil outcomes	• Schedule regular meetings with parents to review progress • Share strategies used in school to support consistency at home • Provide information in accessible formats • Ensure timely responses to parental queries	SENCO HNTAs SEND Admin Class Teachers Senior Leadership Team	Ongoing with termly review	• Positive parental feedback • Consistent approaches between home and school • Improved outcomes for pupils with SEND

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To identify and meet the needs of pupils with Social, Emotional and Mental Health (SEMH) difficulties	• Consistent routines and expectations across the school • Visual supports and emotional regulation strategies embedded • Targeted SEMH interventions in place • Support and advice from from external agencies including WINS, behavioural consultant and CAMHS •Access to trusted adults and structured support	Short-term: Strengthen early identification of SEMH needs Medium-term: Embed consistent, evidence-based SEMH interventions Long-term: Improve emotional resilience, regulation and engagement	• Continue direct interventions supported by the trainee Educational Psychologist from WINS • Provide staff training on SEMH and trauma-informed strategies • Use observation and assessment to identify emerging needs • Monitor impact and adjust support accordingly	SENCO WINS staff Behavioral consultant Learning Mentor Support Staff Class Teachers Senior Leadership Team	Ongoing with termly review	• Improved emotional regulation and behaviour for learning • Reduced SEMH-related incidents • Increased engagement and attendance