

Accessibility Plan

Heptonstall Junior, Infant and Nursery School



Approved by: Local Governing Body

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Written by:

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Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Action plan.....	5
4. Monitoring arrangements.....	8
5. Links with other policies.....	8
Appendix 1: Accessibility audit.....	9

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Curriculum access - Increase the extent to which disabled pupils can participate in the curriculum at Heptonstall Heptonstall J & I School

- Every attempt is made to ensure that pupils with disabilities participate fully in all aspects of school life, including trips and residential visits. Risk assessments detail the additional staffing and resources required, individual risk assessments are produced to meet individual's specific needs.
- Access arrangements are made for Key Stage 2 SATs including extra time, large print booklets, amanuensis and readers
- Heptonstall works closely with external agencies and services to provide support in meeting individual children's needs with high expectations for their learning, progress and achievement.
- Children are supported by additional adults with appropriate skills and training.

Physical access - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided at Heptonstall J & I School

- The glass corridor entrance is accessible by wheel chair, with disabled access through the ground floor level of the main building.
- There is a lift which allows access from the lower level to the hall level.
- There is a disabled toilet facility in the main building
- Where required, PEEPs are in place for individual children to support their needs.
- There is one disabled parking bay in the school car park.
- The school works closely with external agencies and services to ensure that the necessary changes in the classroom and wider school environment are made to accommodate individual pupil's needs.

Information access - Improve the availability of accessible information to disabled pupils at Heptonstall J & I School

- Visual timetables are used to support transitions during the school day.
- Visual prompts and stimuli are used in lessons to support children with specific needs
- Communication boards and books are used around school to support children with specific needs
- Newsletters are used to keep parents informed of upcoming events. These are available on the website and as paper copies, when requested by specific parents.
- SEND newsletters are used to keep parents informed around specific information and events. These are available on the website and as paper copies, when requested by specific parents
- All class teachers use Dojo to keep parents informed of upcoming events, their child's progress and work in class.
- Where necessary, letters are translated for children, parents and carers.

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

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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including parents, pupils, staff and governors of the school.

2. 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.

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

Many of the protected characteristics under the Equality Act are also considered to be special category data under the Data Protection Act and, therefore, extra care will be taken to ensure the security of this personal information.'

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>We have an adapted and differentiated curriculum for all pupils across all subjects.</p> <p>Children are integrated in the classroom</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	Ensure the curriculum is reviewed regularly to ensure it is meeting the needs	<p>Termly monitoring of the curriculum.</p> <p>Review the curriculum at the end of the academic year</p>	<p>Megan Dodd/Laura Robertshaw</p> <p>Trust leaders</p>	Every term	Children are set adapted work suitable for their level

<p>Improve and maintain access to the physical environment</p>	<p>The school's internal and external environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Elevator in school building • Wide corridors • 1 Disabled parking bay • 1 Disabled toilet • Grab handles in some toilets that are accessed by specific children 	<p>Ensure the physical environment is maintained and adapted where appropriate for any pupils with additional needs or disabilities.</p>	<p>Additions or amendments to the physical environment to take place as and when necessary by site staff.</p>	<p>Caretaker Trust Health and Safety Manager</p>		<p>The physical environment will be accessible to all.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>The school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signs on classroom doors • Large print resources available 	<p>Ensure all adults and children have the necessary tools/resources to support them with communication.</p>	<p>Amendments to methods of communication to be made as and when needed.</p>		<p>On-going</p>	<p>All adults and children have communication methods to suit their needs</p>

	<ul style="list-style-type: none">• Pictorial aids/Visual timetables• Widgit• Radio Aids (if/when required)					
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Heptonstall School's Governing Body and the Executive Headteacher and Head of School.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Family of Learning Trust Equality policy
- SEND Policy
- Special educational needs and disabilities (SEND) information report
- School visits policy
- Data Protection Policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	N/A		When and if required
Lifts	Lift to access second hall and kitchen	Annual checks/service	School Business Manager	On-going
Corridor access	Wide corridors in school building Non-slip flooring	Monitor the corridor floors are in a good state of repair and non-slip, even when wet Monitor any man hole covers are flush to the floor and there are no raised lips Ensure that there are no unnecessary obstructions in the corridors	Head of School/SBM/Trust Health and Safety Manager	On-going
Entrances	School can be accessed via the main entrance Hall and yard entrance -suitable for wheel	Monitor the entrance floors are in a good state of repair and non-slip, even when wet	Head of School	On-going

	chair users.			
Internal Doors	<p>Fire proof doors</p> <p>Slow closing mechanisms on class room doors</p> <p>Finger guards built into all doors</p> <p>Doors wide enough for wheelchair users</p>	Monitor the doors are in a good state of repair and renew when needed	<p>Trust Facilities Manager</p> <p>School Business Manager</p>	On-going
Toilets	<p>All toilet areas have slip-resistant floors</p> <p>Disabled toilet</p>		<p>Trust Facilities Manager</p> <p>School Business Manager</p>	On-going
Internal signage	Pathways and routes are all signed through school.	Renew yellow strip mark step edges when needed	<p>Trust Facilities Manager</p> <p>School Business Manager</p>	On-going
Emergency escape routes	<p>School has a visible as well as audible fire alarm system</p> <p>Most final exit routes are accessible to all</p>	Additional signage required	<p>Trust Facilities Manager</p> <p>School Business Manager</p>	On-going