



Accessibility Plan

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Review Date	July 2027

An academy within:



"Learning together, to be the best we can be"



1. Aims

- 1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:
 - Increase the extent to which disabled people can participate in the curriculum.
 - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
 - Improve the availability of accessible information to disabled pupils.
- 1.2. At Heatherwood School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3. At Heatherwood School we are seeking to develop a better tomorrow for learners with profound and complex needs through a holistic blend of quality first teaching experiences; celebrating pupils' strengths along a highly personalised learning journey.
- 1.4. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.
- 1.5. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff (and governors).

2. Legislation And Guidance

- 2.1. This plan 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. This defines an individual as disabled if they have a physical or mental impairment that has a "substantial" and "long term" adverse effect on their ability to undertake normal day to day activities.
- 2.2. The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. "Long-term" generally means lasting, or likely to last, 12 months or more, and "substantial" means more than minor or trivial. This can include sensory impairments and long-term medical conditions. The school recognises that not all disabled pupils have SEND and not all pupils with SEND are disabled under the Equality Act 2010.



2.3. We are required to make “reasonable adjustments” for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.

2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Monitoring Arrangements

4.1. This plan will be reviewed at least annually in order for it to remain up to date with each new cohort.

5. Digital Accessibility Commitment

5.1. As part of our ongoing efforts to ensure inclusivity, Heatherwood School is committed to making all digital content accessible in accordance with the Web Content Accessibility Guidelines (WCAG) 2.2, Level AA standard. This includes our website, online learning platforms, and digital communications.

5.2. We aim to ensure that:

- All users, including those with visual, auditory, cognitive, or motor impairments, can access and navigate our digital resources independently.
- Content is presented in clear, readable formats with alternative text for images, accessible navigation, and compatibility with screen readers and assistive technologies.
- Regular accessibility audits and user feedback inform updates and improvements to our digital platforms.

5.3. This commitment aligns with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. We will continue to monitor and improve digital accessibility to meet the evolving needs of our school community.



- 5.4. Non-digital information will also be made available, where appropriate, in alternative formats to ensure accessibility.

6. Links With Other Policies

6.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils With Medical Needs Policy



Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Increase access to the curriculum for pupils with a disability	Differentiated curriculum through pathways	Increase relevance of topics for all young people.	Develop curriculum topics through CORE implementation.	Louise Seagrave / Sam Lee	July 26	New curriculum topics implemented across school.
	Tailored resources	Increase opportunities for links with real life eg community visits through the curriculum.	Ensure every class has a community visit at least 6 times per year, or Bi-weekly in post 16	Louise Seagrave / Sam Lee	July 26	Every class has one visit per half term planned and linked to topic or Independence.
	Curriculum resources			Louise Seagrave / Sam Lee		
	Progress tracking			Sam Lee		
	Appropriate targets	Improve efficiency of assessment to track progress.	Embed Pupil Profiles and holistic assessment system.	July 26	SeeSaw & Pupil Profile documents will be used to track progress.	
	Regular review of curriculum		Review P16 curriculum and add content aimed at sensory/ active/ bridge learners.			
		Review Post 16 curriculum to ensure it meets the needs of all P16 learners.		Dec 25	P16 curriculum will be fully implemented for all learners.	



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve and maintain access to the physical environment	e.g. Ramps Lifts Corridor Width	Ensure school remains fit for purpose for all learners.	Continual monitoring of learning environment.	Sam MacDonald	July 26	All classrooms will remain accessible.
	Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair height	Improve sensory input for our pupils with sensory processing needs.	Input of sensory OT.	Lyndsey Proctor / Sam Lee	July 26	All pupils who require additional sensory processing support will gain this support.



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure that information is accessible. This includes: Internal signage Pictorial or symbolic representations Makaton signing used by some staff AAC devices used appropriately.	Improve Makaton confidence and competence of staff.	Whole school Level 1 Makaton training to be delivered	Suzanne Fullwood Rachel Downs	July 26	Majority of staff will have completed Level 3 Makaton training.
		Encourage further staff learning in accessible IT devices and their use in the classroom.	Continuous CPD for staff. Monitored closely by IT lead	Kevin Addy / Suzanne Fulwood	July 25	Staff confidence in using IT will have improved. IT will be more evident throughout the whole curriculum.
		Deliver specific training on HI/ VI to improve staff expertise.	Whole school training day on HI/ VI	Lyndsey Proctor / Sam Lee	Dec 24	All staff will have taken part in VI and HI training as a whole school session.
		Ensure Makaton is used school wide where appropriate	Review all displays and print information in school to be Makaton friendly.	Suzanne Fullwood	Dec 24	Pupils can navigate the school via symbol support.