

Accessibility Plan

REVIEWED BY: United Learning

DATE REVIEWED: Autumn 2025

DATE OF NEXT REVIEW: Autumn 2026

United Learning Accessibility Plan

This Policy should be read in conjunction with the Academy's:

- SEND Policy
- Supporting Pupils with Medical Needs Policy
- Health & Safety Policy
- Equality & Diversity Policy
- Behaviour Policy

1. Aims

Heath Lane Academy is required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils 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

Our Academy aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive setting. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our academy regularly trains all staff and governors on equality issues, including the Equality Act 2010.

Our academy's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility at the Academy, the complaints procedure sets out the process for raising these concerns.

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](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The Equality Act 2010 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.

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 auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex/gender
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

3. Action plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the academy towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) **Improving Education and related activities** - The academy will continue to seek and follow the advice of appropriate specialists. The academy's SENDCo, in conjunction with teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the academy** - The academy will take account of the needs of pupils 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, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.



c) **Improving the provision of information** -The academy will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan: 2024/2025			
Section 1: How does school deliver the curriculum? (Educational Provision)			
Accessibility outcome	Actions	Person Responsible	Timescale
To provide support and accommodations for pupils with disabilities to ensure their full participation in academic and extracurricular activities.	<ul style="list-style-type: none"> - Provide Pupil SEND Passports and other relevant accommodation for pupils with Special Educational Needs and/or Disabilities. - Award extended time and other access arrangements (where appropriate) as part of access arrangements. - Preferential seating in lessons, at Heath Lane Academy these are known as Success Routes in lessons. - Provide alternative formats for instruction materials, scaffolded materials provided by teachers such as dual coded and chunked text where possible. - Opportunities for pupils to present work in alternative ways, such as through powerpoint, presentations etc. - To apply for support for individual students when it is clear that mainstream school is not manageable, through applying for an EHCP Assessment and working with wider agencies to support students. - Support long term absent students with supportive plans to access school, through phased returns, regular meetings with the family, EBSA support and working with the Inclusion Team where needed. - Quality assuring the provision that is in place for pupils who are not accessing mainstream provision but who are on roll at Heath Lane. This might be at local alternative provisions or through home tutoring. 	<p>SENDCo</p> <p>SENDCo</p> <p>Teachers SENDCo/Teachers</p> <p>SENCO</p> <p>SENCO / PCU</p>	Ongoing
To ensure all staff are fully aware of the needs of pupils and are adequately prepared, equipped and trained to provide the best-possible levels of support.	<ul style="list-style-type: none"> - Train teachers and staff on inclusive teaching practices, these strategies are shared regularly at CPD, through the SEND Newsletter shared weekly and through weekly staff briefing. - Maintain a dedicated pupil support team of teaching assistants, to provide individualised support and guidance to pupils with identified SEND needs and/or disabilities. - Regular whole staff CPD based around a Trauma Informed Approach - A group of selected teachers who are Team Teach trained to support individual students where and when needed. - Medical Need Plans are completed and in place for students where needed and this information as shared with staff. 	<p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>PCU</p>	Ongoing



	<ul style="list-style-type: none"> - Pupil Evacuation Plans have been written and shared with staff for pupils who require support in exiting the building in an emergency. - Pupil Evacuation Chairs at all stairwells in school 	<p>SENCO</p> <p>SENCO /SPU</p>	<p>Summer 26</p>
To raise awareness of disability around the wider academy and community.	<ul style="list-style-type: none"> - Organise workshops, seminars and awareness campaigns on disability rights, accessibility, and inclusion for staff, pupils and parents/carers - Provide disability awareness training for pupil leaders (e.g. Pupil Leadership Team), to foster a culture of acceptance and support within the pupil body - Incorporate discussions on diversity, inclusion and accessibility into the academy curriculum and extracurricular activities. - Parent SEND Forum held termly - SEND focused posts regularly sent to parents - Monthly themed assemblies inform all pupils how to develop inclusivity in school and in the wider community: for example, LGBTQ+ Awareness, Mental Health Week and Neurodiverse Assembly. - Charity events held regularly in school to raise funds for Cancer Research, Children in Need and McMillan. - A PSHE Programme of work which is taught across all years to support development and understanding of needs and disabilities in the academy and community. 	<p>SENCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>DSM</p> <p>DSM</p> <p>DSM/SFA</p>	
Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)			
Accessibility outcome	Actions	Person Responsible	Timescale
To remove physical barriers and create a barrier-free environment within the academy premises.	<ul style="list-style-type: none"> - Identify barriers to access for pupils with disabilities. - Ensure visually impaired individuals are supported clear markings on steps, raised floorings in and around school - Develop and implement a plan to address identified barriers (e.g. use of elevator for pupils with mobility issues) - Ensure that all new construction and renovations adhere to accessibility standards and guidelines. - Provide designated accessible parking spaces for staff and visitors with disabilities. 	<p>SENDCo</p> <p>SENDCo</p> <p>SPu</p>	<p>Ongoing</p> <p>Ongoing</p>



<p>To ensure that the Academy premises remain safe and in a good state of repair in order to mitigate any potential hazards.</p>	<ul style="list-style-type: none"> - All defects, faults and site-based issues reported promptly as per Health & Safety procedures. - Site Team to respond promptly to issues, putting in place appropriate safeguards as necessary. - Where remedies are beyond the scope of the site team, the Academy to source and utilise trusted suppliers to carry out any work; ensuring these works adheres to accessibility standards and guidelines. 	<p>All Staff Site Team SiteTeam</p>	<p>Ongoing</p>
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Section 3: How does school deliver materials in other formats? (Provision of Information)

Accessibility outcome	Actions	Person Responsible	Timescale
<p>To provide specific support for pupils with disabilities to ensure they are not disadvantaged in any way.</p>	<ul style="list-style-type: none"> - Ensure that relevant instructional materials, including textbooks, worksheets, and online resources, are accessible to pupils with disabilities, such as providing digital copies and alternative formats (e.g. coloured paper) - Ensure access arrangements are shared and communicated to all teaching staff - Invest in assistive technology tools and devices to support pupils with disabilities in their learning, such as screen readers, speech-to-text software, and alternative input devices. - Provide training and technical support for pupils and staff on the use of Edu mic training. - Ensure that school websites, online platforms, and educational software are accessible to individuals with disabilities, following web accessibility standards. 	<p>SENDCo SENDCo SENDCo</p>	<p>Ongoing</p>
<p>To facilitate further pupil support services which facilitate social integration and support for those with disabilities.</p>	<ul style="list-style-type: none"> - Collaborate with wider community organisations and service providers to offer additional support services such as Autism Outreach and the Hearing and Visual Impairment Teams. - Utilise other support services, such as counselling, to support pupils and their families, including the provision and understanding of information - Encourage and facilitate staff to engage in continuing professional development in areas which develop inclusive practice (e.g. Makaton/BSL, Mental Health First Aid Lead). 	<p>SENDCo</p>	



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4. Monitoring arrangements

This Accessibility Plan will be regularly reviewed (annually) in consultation with stakeholders including the Governing board, Principal, SENDCo and Health & Safety Lead. The Academy will collect feedback and suggestions from pupils and staff on the effectiveness of the accessibility measures and initiatives which have been implemented

The Academy will monitor progress towards achieving accessibility goals and objectives, and make adjustments as needed to ensure continuous improvement.

Heath Lane Academy is committed to creating an inclusive and accessible learning environment where every pupil has the opportunity to thrive and succeed. By implementing this Accessibility Plan and working collaboratively with all stakeholders, we will continue to promote equality, diversity, and inclusion within the Academy community.





United Learning
The best in everyone™