



# HEAP BRIDGE

## VILLAGE PRIMARY SCHOOL

Accessibility Plan  
2026-2029

*"Working together, learning together"*

Headteacher: Mr M Cockcroft

**BE POSITIVE**

**BE PROACTIVE**

**BE PROUD**

# Accessibility Plan

If, after reading this plan, you have any questions relating to disability and /or accessibility please do not hesitate to contact us on 0161 7645686 and we will be happy to help.

Mr Marcus Cockcroft, Headteacher

Mrs Katharine Collingwood, Deputy Headteacher & SENCo

## **Definition of Disability under the Disability Discrimination Act (DDA)**

“A person has a disability 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 carry out normal day to day activities”.

Physical or mental impairment includes sensory impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language difficulties, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes and epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

To fall within the Act, a person must be substantially affected by their disability in one or more of the following capacities: mobility, physical co-ordination, manual dexterity, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing, eyesight, memory or ability to learn, concentrate or understand, perception of risk or physical danger.

## **Introduction**

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Governors and staff at Heap Bridge Village Primary School are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and 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.

The barriers to inclusion within our school are:

- Limitations to the premises: one playground for all year groups, no school field, no separate dining hall, disabled toileting facilities are not within the main school building, staircases used by all (no access by lift), the age of the school building (first opened in 1912);

- Our very small school hall is used for assemblies, physical education, dining, plays and productions for parents and its limited capacity significantly restricts our use of the hall.

This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities 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 covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve 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 to access education within a reasonable timeframe;

### Strategy

1. Heap Bridge Village Primary School's Accessibility Plan has been drawn up based upon information supplied by Hollingworth Learning Trust, the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Hollingworth Learning Trust will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and 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 Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
5. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### Previous adaptations made to the school:

- Doors leading to and from the school hall have been widened for wheelchairs and evacuation purposes;
- Handrails have been added to both staircases;
- Access ramps now lead into the Reception class entrance and the two entrances from the lower playground;
- Doors leading into classrooms, pupil toilets, school hall, staircases and the school kitchen have all been replaced with doors which have high-contrast hand and foot panels to support the visually impaired;
- Dyslexia friendly dry-wipe boards have been added to classrooms;
- Visual assessments have been introduced to identify pupils who suffer with visual stress, reading rulers have been introduced to classes;

- Provision of a reserved parking bay at the front of school for disabled users;
- Staff have received up-to-date training to support pupils with epilepsy, sensory processing difficulties, autism, dyslexia and attachment disorder;
- All electrical information i.e. the school blog, website, newsletters are all responsive to different devices.

Improving the Physical Access				
LOCATION	ITEM TO IMPROVE	PHYSICAL ACCESS ACTIVITY	TIMEFRAME	STAFF/COST (est.) £
Playground	Resurface areas of playground damaged & in need of repair.	Ensure smooth access in and around playground.	Annually	£10,000 (over 3 yrs)
Buildings	For any new building work - plan to ensure we meet access requirements	All contractors to work to meet HLT contracting standards	Ongoing	Caretaker & FM lead for HLT
Ensure all pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities	Completed on a 'needs basis' in response to personal need  All disabled pupils and staff working alongside are safe in the event of a fire or emergency  All fire escape routes are suitable for all	Annually in September	N/A

Improving the Curriculum Access				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Revised training for relevant staff in teaching and supporting children with medical conditions in school.	External services to deliver training in adaptations required and general understanding of needs	All staff have clear understanding of the needs of children with medical conditions and needs and how to ensure the curriculum is fully accessible to them.	Annually during the first half of the autumn term.	Children with medical conditions are included in all aspects of school life. Healthcare plans in place.

### Improving the Curriculum Access... continued

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Training for staff in identification of and teaching children with ASD and other specific learning difficulties.	SENCO attends training and seeks specific advice from the Educational Psychology Service, Healthy Young Minds, and ASD specialist support from RANS, Occupational Therapy, Speech and Language Therapy. Increase staff confidence in differentiating the curriculum. Ensure classroom support staff have specific training on disability issues.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	On-going	All children, no matter what their need, are successfully included in all aspects of school life.
Audit and review PE curriculum to ensure PE is accessible to all.	Audit current provision to identify areas in which access to PE could be improved. Seek disabled sports people to come into school, work with specialist schools.	All children to have equal access to PE arrangements and able to excel in this subject.	Annually	All children to have equal access to PE arrangements and able to excel in this subject KS2 children, where appropriate, to participate in playground to podium events in conjunction with Redwood school.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On-going	Increase in access to all school activities for all pupils. KS2 to participate in playground to podium events in conjunction with Redwood school.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables, work stations and transitions books for children with ASD.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Annual programme for improvements	Increase in access to the school's curriculum
Ensure all children on SEN list are included on the school provision map (individual provision timetable/map if required).	Provision maps for all children on SEN register.	Provision map is up-to-date and forms a key part of the planning process of intervention for all pupils.	Annually / termly	Provision maps in place and highlighted to support the needs of Individual children.
Ensure that all staff are trained on the use of	Provide training for all relevant staff.	Relevant staff are able to work with pupils and Clicker 7.	February 2026	Identified pupils benefit from using Clicker 8.

updated Clicker 8 to support pupils within the curriculum.				
Establish sensory diet for pupils displaying sensory seeking behaviour.	Provide training for all staff through Occupational Therapy. Establish daily sensory circuit. Resource community room with equipment for sensory/movement breaks.	Established sensory diet across the school day for identified pupils.	July 2026	Reduced sensory seeking behaviour due to a varied sensory diet across the school day, children able to access the curriculum more effectively and purposefully.

### **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 the local governing board.

### **Links with other policies**

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

- Health and safety policy
- Equality Policy and objectives
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Asset management plan

### **Review**

The Local Governing Board (LGB) reviews this policy every three years. The Governors may, however, review the policy earlier than this and reserve the right to review at any time, if the Government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved. This policy has been agreed by staff and governors of Heap Bridge Village Primary School. All staff are responsible for implementing this policy. However, all staff, all pupils and their parents have an active part to play in the active development and maintenance of this policy and in its success.

This policy is due for renewal in January 2029 (every 3 years)