



The Heritage Coast Federation

Accessibility Plan 2025 - 27

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This plan is in line with the SEND Code of Practice

Accessibility Plan Framework

Introduction

Across our Church schools, our vision is to 'Flourish, succeed; let your Light Shine.' This policy outlines how our whole school community lives out our school values. We are inclusive schools and wish to increase the accessibility of our school to all!

Purpose of the Plan

The aim of this Accessibility Plan is to continually improve access to all aspects of school life for students with disabilities, ensuring inclusivity in line with the Equality Act 2010 and the SEND Regulations 2014. It strives to protect students from discrimination and actively remove barriers to learning and participation.

Legal Framework

This plan is developed under the guidelines of the Equality Act 2010, which safeguards against discrimination of students with disabilities, alongside adhering to the SEND Code of Practice 2014, which provides detailed guidance on aiding children and young people with special educational needs (SEN) and disabilities.

This plan sets out the proposal of the Governing Body of the school to increase access to education for all pupils in the three areas required by the planning duties in the DDA:

- Increase the extent as to which disabled pupils can participate in the school curriculum including the wider curriculum sporting events, school trips and cultural activities.
- Improving the accessibility of the physical environment of the school grounds to ensure disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Our Federation is inclusive and strives to ensure that all stakeholders are treated fairly to avoid placing any individuals at risk of substantial disadvantage.

As inclusive school, we aim to work closely with disabled pupils and their families to remove barriers and allow all our pupils to participate fully in all aspects of school life.

Scope of the Plan

The Accessibility Plan focuses on three main areas:

1. The physical environment of the school.
2. The curriculum.
3. The delivery of information to students with disabilities. This holistic approach seeks to ensure that all students can benefit from school facilities and educational offerings.

2. Objectives

General Objectives

The main objective of the plan is to eliminate barriers and enhance participation and learning outcomes for students with disabilities in both educational and extra-curricular settings including school trips, residentials, learning opportunities and sporting events.

Specific Aims

- **Physical Facilities:** Ensure that the school environment is physically accessible to all students.
- **Curriculum Flexibility:** Tailor learning experiences to meet the diverse needs of students with disabilities.
- **Information Accessibility:** Make school communications fully accessible to students with sensory disabilities.

3. Current Accessibility

Physical Environment

A review of the school's facilities identified areas needing improvement including the need for ramp access at one building on one of the sites. Currently there are inadequate disabled toilet facilities on one site, which restricts physical accessibility for those with mobility issues.

Access to the Curriculum

Our schools implement differentiated strategies, these require constant updates and adaptations dependent on specific pupil needs. We pride ourselves in ensuring that we cater effectively to varied learning needs and all our teachers have completed the 'Adaptive Teaching' course. We are committed to enabling all students across all age phases to fully engage with our full curriculum offer.

Information and Communication

Currently, most information is disseminated in print format, which is not suitable for students with visual impairments or other reading difficulties. This limits their ability to access vital school communications and learning resources.

4. Action Plan

Improving Physical Accessibility

Target	Strategy	Outcome	Timeframe
To ensure that where possible the school buildings are grounds are	• Audit of accessibility of school	Modifications will be made to the school	Suggest actions and implement as budget allows.

accessible for all children and adults. On-going work is carried out to improve access to all aspects of the school environment for all.	grounds by Governors.	grounds to improve access.	
To ensure that our schools are both physically accessible to all members of our school community.	Audit of accessibility of school grounds by Governors.	Suggest actions and implement as budget allows.	On-going

- Short-term Actions:**

- Install contrast edging on prefab steps at Fylingdales.
- Install an accessibility ramp to the prefab at Hawsker.

- Long-term Actions:**

- Construct disabled toilet facilities at Fylingdales.
- Improve wheelchair access to the playing field at Fylingdales.

Increasing Curriculum Accessibility

Target	Strategy	Outcome	Timeframe
To develop ongoing training to support staff to enable them to meet the needs of their children with a range of strategies.	SENCO to review the needs of children and provide training accordingly.	Staff are able to enable all children to access the curriculum.	On-going
To ensure that all children can access all out of school activities. Eg clubs, trips, residential	Review out of school provision to ensure compliance with legislation.	All providers of out of school education will comply with legislation to ensure that the needs of all children are met.	On-going

To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g Children will develop independent learning skills.	Reviewed termly by SENCO, headphones, wobble cushions, slopes etc	
To meet the needs of individuals during any statutory tests or assessments eg: Reception baseline, Y1 Phonics, KS1 tests, Y4 Times Tables, KS2 Tests	Children will be assessed in accordance with regular classroom practice, and additional time will be given as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually

- Differentiation and Adaptive teaching Strategies:**

- Formulate an ongoing teacher training program on differentiation and adaptive teaching.
- Incorporate assistive technology, such as Verbo, Clicker and specialised software, to support various disabilities.

- Use of Technology:**

- Expand the library of accessible educational materials like audiobooks and interactive digital assets.
- Use recordable tools to support children with slow processing.

Enhancing Accessibility of Information

- Formats and Aids:**

- Produce all essential documents in Braille, large print, and easy-read formats as required.
- Implement an audio recordable system to repeat instructions.
- Implement visual aid cards to support children with communication barriers.

- Communication Methods:**

- Train staff in British Sign Language (BSL) and Mackaton to improve direct communication.

5. Responsibility and Implementation

Roles and Responsibilities

- The Success of the plan hinges on the SENCO, supported by the leadership team including Governors, to oversee implementation and regular updates.
- All teachers are essential in adjusting their classroom practices and embracing inclusive education paradigms. This will be supported through regular CPD opportunities as part of the schools 'Nurture Schools Status'

Staff Training

- Periodic workshops and sessions on accessibility innovations and techniques will be a core part of continuing professional development for all academic staff and support the work of NYCC inclusion hub..

6. Financial Resources

Budget Allocation

- A specific budget will be earmarked for modifications and technological investments necessary for improving accessibility as part of both the SEND, curriculum and site provision plan.

Funding Sources

- The leadership team will explore opportunities through local authority grants, educational charities, and specific funds aimed at enhancing provision for students with disabilities.

7. Monitoring and Evaluation

Review Schedule

- The plan will undergo a comprehensive review each year, with provisions for mid-year assessments if significant changes in student needs or facilities occur.

Success Indicators

- Improved participation rates and academic outcomes among students with disabilities.
- Improvements in behavior logs recorded on CPOMS with regard to pupils with SEND needs.
- Positive feedback from the school community, including students, parents, and staff, regarding enhancements made.

Feedback Mechanism

- Establish a responsive feedback system where stakeholders can voice accessibility concerns and propose solutions effectively.

8. Public Availability

Publication

- The plan will be publicly available on the school's website, on newsletters, and on community notice boards to ensure transparency and encourage community involvement.

Accessibility of the Document

- The document will be presented in multiple formats including digital, print, and auditory to ensure accessibility for all stakeholders.

9. Appendices

Relevant Legal Documents

- Accessibility plan detailers can find full text and summarized versions of the Equality Act 2010 and SEND Code of Practice 2014 [here](#) for reference.

Contact Information

- Mrs Katrina Dixon- Federation SENCO
- Mrs Helen Thompson- Headteacher
- Mrs Alicia Hogarth- SEND Governor
- Mr Tom Glasby- Chair of Governors