



Heathlands Primary Academy

Accessibility Plan

September 2025 to September 2026

Date agreed: 12th September

Review date: September 2026

Developed by:

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1. Introduction

All schools must have an Accessibility Plan. This is required by law - Equality Act 2010.

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum
- b) improve the physical environment of the school
- c) make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

2. Vision and aims

Our aim is for everyone at Heathlands Primary Academy to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

We want our pupils with a disability to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

At Heathlands Primary Academy, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
 - a) the child
 - b) persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

4. School context

Heathlands Primary Academy & Pre-School is a one-form entry primary academy located in West Howe, Bournemouth. We have around 170 pupils from Nursery age 3 through to year 6 age 11. Our recent Ofsted in June 2022 highlighted SEN as a significant strength. 34% of the children on our roll have SEND, we know this is high when compared to the National average however, we pride ourselves on our inclusivity and our pursuit of excellence for all the children in our care. Indeed, our children say “you can ‘be yourself’ at Heathlands and you will be accepted” (Ofsted 2022).

Our three key values underpin the work that is done at Heathlands, these being: Respect, Excellence and Integrity. Through these values, and the school's curriculum, pupils are well prepared for their next stage of education.

We have wonderful outside facilities - 2 playgrounds, our woodland area and a large playing field to support our learning. A copy of our floorplan is available upon request from the School Office.

5. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress.

Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this to ensure that we have a good understanding of their disabilities and how to support them.

Current pupil data shows that at the start of the 2025 academic year, 34 percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

- Autism
- ADHD
- Dyslexia
- Physical difficulties including those that are progressive
- Visual difficulties
- Mental impairment

All children are included in all school activities and trips unless their parent, medical advice or risk assessment opposes this. Staff strive to ensure all children are included and have a strong sense of belonging throughout their time with us.

6. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Heathlands Primary Academy. This told us that:

- access to the curriculum is good and staff make adaptations to include children
- physical environment of the school supports children to access all areas of school life
- making information accessible is important as several parents struggle with communication if not dyslexia friendly.

7. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SENCO and SEND support staff

- other staff at the school, including the leadership team
- our SEND Governor and wider governing body
- relevant specialist services

These consultations told us that:

- the building is accessible for all children due to lifts and slopes
- we need to use specific print for communication so that all parents can access information
- our universal offer is strong and we often go above and beyond the norm in other schools
- our staff are knowledgeable and well trained in supporting children
- parents prefer short communication rather than long letters and this all needs to be phone friendly
- parents prefer paper surveys rather than online as they struggle to have data available

8. Previous actions

Access to the curriculum

During the period of our previous Accessibility Plan, we improved access to the curriculum for pupils with a disability through the following means:

Review of accessible PE lessons led to change of curriculum to Complete PE which is more inclusive, development of the teaching pedagogy to strengthen scaffolds for SEND children.

The physical environment

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

Ensuring spaces were clear for access

Developing spaces for children to withdraw to if required

Growing beds at waist height and with wide seating rims to enable children to access safely.

Access to information

During the period of our previous Accessibility Plan, we made information more accessible to pupils with a disability by:

Ensuring dyslexia friendly print

Reviewing preferences for communication for parents

Replaced website with up-to-date format and accessibility buttons

9. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Partnership. Additionally, the following sources of advice and information have been used:

SEND code of practice

Equality Act 2010

Communication friendly spaces

AAT training

Sensory training from OT service

10. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- Supporting pupils at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Child protection policy
- Curriculum policy
- Health and safety policy (including off-site safety)
- Behaviour policy
- School development plan

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Heathlands Primary Academy for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Academy Trust in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored through termly meetings of the H & S committee.

This Accessibility Plan runs for 3 years and will be updated in September 2028. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Heathlands Primary Academy complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum

Outcome 1		
What outcome do we want to achieve?	Ensure activities are accessible for all children with SEND.	
What actions will we take to achieve this?	Review our use of enrichment to ensure activities are accessible for all children with SEND. Analysis of who attends enrichments and where is engagement is low explore this. PE leader and SENCo to work with providers if appropriate	
How can we tell if this is successful?	More children engaging in enrichment activities from all groups.	
When will this work be done?	By end of summer 2026	
Approximate cost	Cover costs of PE leader and SENCO	
Responsible person(s)	Sam Harris	Date complete

Improving the physical environment

Outcome 1		
What outcome do we want to achieve?	For all children to be able to access the physical play environment.	
What actions will we take to achieve this?	Review all play equipment and audit. Identify some inclusive play equipment for physical needs.	
How can we tell if this is successful?	Children will have more of a selection of activities they can do at playtime.	
When will this work be done?	Summer 2026	
Approximate cost	£400 initial Fundraising for new play trail £20,000	
Responsible person(s)	PE leader	Date complete

Making information more accessible

Outcome 1		
What outcome do we want to achieve?	Ensure the website is fully accessible to all	
What actions will we take to achieve this?	New website with Juniper Consider print type in communications with families	
How can we tell if this is successful?	Parents will report the website is accessible to all.	
When will this work be done?	Spring – summer 2026	
Approximate cost	£800	
Responsible person(s)	Janine Harries	Date complete