



Accessibility Plan

December 2025

Due for review December 2028

NSCTPol / HHA / 0033 / 2212b

Accessibility Plan (Heron Hall Academy)

In line with our equalities policy, these plans aim to address: -

- a) the extent to which disabled pupils can participate in the curriculum
- b) improving physical access
- c) improving the accessibility of information.

a) the extent to which disabled pupils can participate in the curriculum						
Target	Strategies	Cost	Outcome	Responsibility	Timeframe	Success criteria
To ensure CPD of staff / relevant training	SEN training (external and in house) Staff meetings e.g. Speech & Language. Fine Motor skills development Social Skills ELKAN training	CPD for Inclusion Managers and appropriate TAs S&E development training Fine Motor skills work Life skills support External Specialists	All staff are more confident working with SEND students but also a percentage of staff become advocates for developing speech and language across the academy.	Inclusion Manager	Ongoing	Progress evident in identified area of need. Relevant data for children's progress analysed.
Staff Training in the implementation of specific strategies for students across the curriculum and review of provision maps.	Inclusion Manager to deliver training to teaching staff Drop ins to support teachers in teaching their SEND students	Training sessions delivered by Inclusion Manager. Possible resource implications where gaps identified or specialised equipment needed	Provision clearly identified and mapped on Provision Map for SEND students	Inclusion Manager Deputy Head (Monitoring Provision)	Ongoing	Reviews are conducted every yearly for statutory purposes. Termly Academic reviews of pupil progress

	Monitoring of outcomes for students	to meet the needs of students				<p>Provision maps updated by Inclusion Manager</p> <p>SEND register updated termly</p> <p>Teachers are confident in their knowledge and use of strategies for interventions</p>
To raise awareness of communication needs (Speech and Language)	<p>Students with communication needs identified on SEND register.</p> <p>Interventions for students planned and monitored</p> <p>Look at Speech and Language provision across the Trust</p>	<p>Inclusion Manager to implement training at INSET and across year.</p> <p>Use of ESP speech and language therapist</p>	Staff will be confident working with children with SaLT, ASD and any other additional communication needs	Inclusion Manager Speech and Language therapist (Enfield)	Ongoing	<p>Wider understanding of communication need across the school</p> <p>Use of Speech and Language Therapy</p>
To implement and maintain a monitoring system to support pupils with a disability	<p>Monitor patterns of attendance of children on SEND register</p> <p>Record, monitor and analyse pupil achievement</p> <p>Discuss students at SLT meetings on a regular basis</p>	Inclusion Manager working alongside the EWO and safeguarding team.	A report of SEND progress, attainment and attendance	Inclusion Manager SLT Safeguarding Team	Regular reviews	<p>Improved attendance and outcomes for the identified children</p> <p>Students making same levels of progress as other groups in their cohort.</p>

To ensure appropriate provision for children with hearing loss	Visits from Enfield Teacher of the Deaf service. Research Additional provision resources or training where appropriate	Possible resources needed to allow accessibility to curriculum	Raised of awareness of provision and ensure access for students to the curriculum and learning	Inclusion Manager	Ongoing	Children with hearing loss are identified, their needs are understood and appropriate intervention is implemented
To develop appropriate provision for children with impaired vision	To develop a similar level of support which mirrors strategy for children with hearing loss for students with impaired vision	Cost of setting and purchasing external support for vision impairment. Possible resources needed to allow accessibility to curriculum	Raised awareness of provision and ensure access for students to the curriculum and learning	Inclusion Manager	Ongoing	Children with impaired vision are identified, their needs are understood and appropriate intervention is implemented
To offer a range of interventions which meet the needs of the children to ensure that all pupils feel supported and included within the school	Training to teachers to build awareness of groups and needs Students placed on the inclusion register and raised at SCM meetings where necessary to provide emotional support through learning mentors or counselling	Inclusion Manager EP TA time to offer training to staff SEND staff time dedicated to planning and running interventions	Wider awareness of needs and ways to support children across the whole life of the academy	Teachers Inclusion Manager EP External Support Agencies Counselling Services	Ongoing	Wider understanding of children's needs and strategies or interventions are implemented and embedded across the academy

To ensure that classrooms are SEND and accessible for all students friendly and are organised to promote the participation and independence of all pupils	<p>Training to class teachers to build awareness if physical adaptation to teaching spaces required.</p> <p>Appropriate resources are identified and purchased where necessary</p>	Costs of resources and adaptations to environment where necessary.	<p>Awareness of varying needs</p> <p>Understanding of how to adapt classrooms to be more inclusive</p> <p>Monitoring of classrooms to ensure that support and access to curriculum is appropriate for all students</p>	<p>Inclusion Manager</p> <p>Class teachers</p> <p>Teaching Assistants</p>	Ongoing	Practices and strategies are implemented across the whole academy to ensure participation and independence of all learners
To differentiate Schemes of Work and resources in order to ensure accessibility to learning for all students	<p>Provide INSET for all staff on differentiation of the curriculum as required to ensure all pupils within each lesson are able to access the lesson content</p> <p>Subject Leaders to work with class teachers to ensure that all lessons are accessible to all pupils</p> <p>Teaching staff to liaise with Teaching assistants prior to each lesson so that</p>	<p>Production of differentiated materials</p> <p>Use of specialist services to ensure student needs are met through a variety of teaching strategies and resources</p>	<p>Schemes of work are written so that differentiation is built into the learning</p> <p>Each subject area will provide suitable resources appropriate to each curriculum area</p> <p>Curriculum maps are published with specific signposting to challenge and support.</p>	<p>SLT</p> <p>Inclusion Manager</p> <p>Head of Department</p> <p>Head of Year</p> <p>Teaching Staff</p> <p>Teaching Assistants</p>	Ongoing	All lessons are accessible for all learners and their needs

	support is fully utilised					
b) improving physical access						
Target	Strategies	Cost	Outcome	Responsibility	Timeframe	Success criteria
Keep corridors clear from obstruction	SLT environment check to identify obstructions Facilities Team daily observations & weekly checks. H&S meetings and feedback to staff	Part of weekly H&S checks carried out by site team.	For all corridors to be free from obstruction	Facilities / SLT	immediate and ongoing	Clear access
To provide both Access and Disabled toilets and wash rooms for staff and students	Building is fully DDA compliant within required framework	None – new build is DDA compliant	Multiple Access and Disabled Toilet and washroom facilities available	Facilities	Immediate	Toilet and washroom in place.
To provide appropriate access to all users	Ensure building remains DDA compliant where possible Provide training and risk assessments for specialist equipment (e.g. our lift)	Heron Hall meets all building regulations and is DDA compliant.	Student and Staff Access all areas of the school where desirable	Inclusion Manager	Immediate	Students and staff can access all necessary and appropriate areas.

To ensure all pupils have full access to trips and extra-curricular activities	<p>Trip Leader or Inclusion Manager to consider or to visit where appropriate prior to booking to ensure accessibility</p> <p>Clear risk assessment and risk assessments sought from venues.</p> <p>Plan trip ensuring access to vehicle suitable for students with disabilities. liaise with parent / carers</p>	<p>Student's preparation session with appropriate TA or Inclusion Manager before the trip.</p> <p>Adequate support for the student whilst on the trip</p>	<p>Students with Accessibility needs are able to take part in all extra-curricular activities and trips where appropriate</p> <p>To have a central register of companies with vehicles suitable for students with disabilities.</p>	Class Teachers and TA's	Ongoing	Inclusive travel for all students with accessibility needs.
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c) improving the accessibility of information.

Target	Strategies	Cost	Outcome	Responsibility	Timeframe	Success criteria
To ensure staff are aware of the range of equipment and resources available	<p>Audit of current resources available</p> <p>Training provided for appropriate staff</p>	CPD training costs	Staff will be more knowledgeable about how to match equipment / resources to a variety of needs. increased opportunity for pupils to improve learning	Inclusion Manager	Ongoing	Regular and systematic use of resources to meet the needs of the learners according to the curriculum requirements

To review all policies and their potential impact on people with accessibility needs people	Devise a rolling programme of review beginning with policies which have most relevance	Also part of Head of Governance and Data Protection's responsibility in ongoing review of Trust-wide policies.	DDA awareness shown in school policy	SLT	Ongoing process in part managed by of Head of Governance and Data Protection	All highly relevant policies reviewed within time frame and impact identified – amendment made.
To improve the Academy Web site functions	Incorporate tools enlarge text Voice sounds for key tabs	IT technicians or staff time to keep website up to date and ensure compatibility with upgraded software Software licenses	Improved readability and manageability of web pages Increased use of the Academy website	IT / Head of Media & Marketing SLT	Ongoing upgrade and revision of NSCT websites.	More users to access Academy Web site
Wherever possible, to provide written materials in alternative formats as requested	Provide school documents with the wording "If you require a large print copy of this document please contact the school" Discuss with parents how to best ensure we continue our support	Reproducing documents in alternative formats Possible training for support staff	More parent and student involvement with the Academy	Inclusion Manager Administrative Staff	Ongoing	Improved communication with students and parents with Accessibility needs