

# HEATHCOAT PRIMARY SCHOOL

## Accessibility Plan 2019 – 2022

### Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains on page 29 that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

### Vision and values

We strive to give all children in our care the best education possible underpinned by our school values and high expectations. It is our aim to meet the specific needs of all pupils. We will work to overcome potential barriers to learning in all aspects of school life.

### Purpose of Plan

This plan shows how Heathcoat Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities. (While some pupils with English as an additional language (EAL) will also have special educational needs and/or disabilities, pupils will not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught)

### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### **Contextual Information**

Heathcoat Primary School is one main building with a separate nursery, with 2 additional huts which are used for pastoral support and family learning. The main entrance to the school office, headteacher's office and a disabled toilet is via the front door which is level access and wide enough for a wheelchair. Except for the huts, all areas of school are on the level. All classrooms can be accessed through a level external route. Most classrooms are light, bright and airy and well organised. Distractions are kept to a minimum to support pupils with ADHD and those on the autistic spectrum. Maximum use is made of small spaces to provide calm, distraction free zones where possible.

### **Current Range of known disabilities**

The school has children with a range of disabilities which include moderate, specific and complex learning disabilities alongside a high proportion of pupils with ASD. We have a small number of pupils and parents who have a hearing impairment and significant medical needs. Currently we have wheelchair dependent people using our site and we continue to look at ways to make it more wheelchair friendly.

### **Increasing access for disabled pupils to the school curriculum.**

Through self-review and Continued Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

## Planning duty 1: Curriculum

**Guidance:**

HoS and SENCO should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of pupils themselves or their parents/carers.

### School Background

The school has a growing number of children either diagnosed with ASD or on the pathway for a diagnosis. The school always has a significant number of children whose primary area of need is communication and interaction, including language delays and/or disorders. 4 classrooms have sound field systems to support specific pupils with known hearing impairments, with support from advisory team provided as required. An increasing number of pupils in KS2 seem to struggle with literacy-based learning skills. There has been investment in reading through the use of Accelerated Reader and a range of books has been purchased to support engagement for pupils with SEND. All staff have accessed some training led by the SENDCo on the use of the Graduated Response Toolkits from Devon Babcock LDP to support identification of SEND and class-room strategies. These are used and referred to as part of the school SEND process.

### Improvements already made to enhance access to the curriculum

A SEMH support worker has been appointed. Mental Health Ambassadors have been trained and are supporting children across the school. Specific TAs across the school have been identified to support language development and complete assessments and language programs, as directed by the SENDCo and support/training provided by NHS Speech Therapists. 2 Members of the leadership team have attended Devon Enhanced Language Course (DELP) and have delivered cascade training to staff. This has improved understanding of a range of language needs across the school.

Target	Strategies	Time scale	Responsibility	Success Criteria
All staff understand the needs of pupils with ASD.	Training in AET module – Good Autism Practice led by Victoria Norrish from C&I team in Babcock LDP. Set of non-negotiables created for staff to follow to enable them to meet the needs of pupils with ASD. Communication and interaction intervention led by 2 members of staff	Autumn 2019 and spring 2020	SENDCo Leadership team	Staff plan for the needs of pupils with ASD to allow them greater access to the curriculum and improved engagement.

Effective speech and language provision in EYFS and across KS1, with improved early identification and intervention	WELLCOMM assessment tool purchased and embedded Training of staff within EYFS and KS1 to develop language	Autumn 2019 and spring 2020 Ongoing	SENDCo and EYFS leader	Early identification of speech and language needs and interventions put in place. Pupils make progress with their speech and language.
Improved identification and provision for pupils who are dyslexic	Training for SENDCo on identification tools and possible resources Cascade training to staff around dyslexia Resources to support dyslexia in school and strategies used by staff to make dyslexia friendly classrooms	Spring 2020  Spring/Summer 2020  Autumn 2020 ongoing	SEND Team and Team Leaders	Children will feel supported with different strategies for dyslexia Classrooms to be 'dyslexia friendly zones'.
Effective interventions to close the gap.	TA training to deliver specific interventions to pupils across the school. Clear intervention pathway created and used– teachers know how to identify pupils and refer to SENDCo, appropriate intervention put in place and progress monitored through Provision Map and school data.	Summer 2020 and autumn 2020	SENDCo and SLT	Interventions support children in closing the attainment gap.
Improved access to residential trips for pupils with EHCPs and/or known disabilities who would normally not attend	Through discussions with parents, staff and providers, reasonable adjustments are made for pupils with EHCP to participate in agreed aspects of residential trips.	Summer 2020 ongoing	SENDCo and SLT	Pupils access to aspects of residential trips is increased with their needs met. Pupils feel included alongside their peers.

## Planning duty 2: Physical Environment

### Guidance:

HoS and SENCO should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of pupils themselves or their parents/carers.

### School Background

There is good access to most main entrances to the school. There are no stairs throughout the main building or nursery. However, there are steps to the community and family room. Access to the playground is suitable for all children. All pupils, parents and visitors can easily access all classrooms through the school's main cathedral. There is a staff carpark with level access and any pupils or parents with disabilities can access this carpark if needed. The main carpark also has a designated disabled space which can be used. In case of an emergency, procedures are put in place to ensure that all children and staff with disabilities can evacuate the building safely and promptly. There are disabled toilets and washing facilities by the school office as well as a disabled toilet in KS1.

### Improvements already made to enhance access to the physical environment

A calm zone is provided at lunchtimes to enable pupils to eat and socialise in a quieter space.

Target	Strategies	Timescale	Responsibility	Success criteria
Classrooms are ASD friendly	Non negotiables are followed.	Summer and autumn 2020 Ongoing	SENDCo and SLT	The physical environment is not a distraction to pupils with ASD.
Disabled toilets remain accessible to all.	Disabled toilets are kept free from clutter.	Autumn 2020	SENDCo and SLT	Disabled toilets are always easily accessible.

### Planning duty 3: Information

HoS and SENCO should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of pupils themselves or their parents/carers

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

#### School Background

Heathcoat school has pupils with a wide variety of SEND needs which impact upon their communication and the methods they need to support them in understanding information provided. Our teaching methods rely heavily on the use of information provided to children via a IWB and concrete resources for pupils to use at their tables. There is very little use of textbook style learning. 4 classrooms have soundfield systems installed to support specific pupils.

#### Improvements already made to enhance access to information

Interpreter used to share information with parents who are deaf or do not speak English.  
 Support from the EAL and advisory teams at Babcock used when required.  
 Newsletters are emailed out to all parents (where possible) and the format has been developed to provide information in smaller chunks with a clearer layout.  
 1 specific pupil has started to use a high-tech AAC device to support the sharing of information and communication. This has been heavily supported by the involvement of a specialist speech and language therapist.  
 School's Family Support Worker works with specific families to support with information sharing between home and school.

Targets	Strategies	Time scale	Responsibility	Success Criteria
All staff are aware of pupils who need information shared in a different format.	Provision map to share relevant information from professionals	Spring 2020 Ongoing	SENDCo	All staff are aware of needs and can plan to meet these effectively

	Pupil passports created by teachers and SEND team to include specific information regarding communication strategies			
Learning materials provided in classrooms are targeted to meet individual needs where required	Training for all staff where needed Access to key programs to create resources – Widgit online	Spring 2020	SENDCo and Team Leaders	Pupils needs are met in a timely manner and teaching is adapted to meet their needs. Improved engagement in learning and progress.
Languages other than English to be visible in school.	Some welcome signs to be multi-lingual.	Ongoing	EAL Lead	Confidence of parents to access their child's education.
Provide information in other formats for pupils, parents/carers who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible.  Support from advisory teams where needed Training for all staff so they know the basic signs to be able to communicate with all parents and pupils.	As required	SENDCo	Pupils and/or parents/carers feel supported and included.

### Monitoring and Review

Originally adopted for June 2020

Reviewed and updated

Next review June 2022