

# HEATHCOAT PRIMARY SCHOOL

## Accessibility Plan 2023 - 2026

### 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

At HPS we are, **'Aspiring to achieve our best: moving forward together!'** 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. We do not currently have wheelchair-dependent people using our site, though 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 SENDCO 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 typically has a significantly higher proportion of children on roll with additional needs than the national average. It has a growing number of children either diagnosed with ASD or on the pathway for a diagnosis, alongside a significant number of children who have speech and language delays and/or disorders.

We have 4 sound field systems, which we can deploy to support specific pupils with known hearing impairments. We follow recommendations from the LA advisory team as required.

An increasing number of pupils in KS2 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. The SEND team is attending Dyslexia training, enabling internal diagnosis and adapted provision.

All staff have accessed some training led by the SENDCo on the use of the Graduated Response Toolkits from DCC 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

Staff receive regular CPD, focusing on QFT and Inclusion. Regular Learning Walks, book scrutinies, pupil voice, parental communication and data analyses are triangulated to consider how pupils are accessing the curriculum. Where needed, swift action is taken to adapt provision / provide reasonable adjustments to optimise access to the curriculum. Information-sharing is also prioritised (e.g. through the purchase of Provision Map software), so all staff working with pupils understand their needs and how to meet them.

The RWI Scheme for Synthetic Phonics was introduced across the school in September 2021 and this has had a big impact in enabling access to the curriculum, through improving the reading skills of pupils. NCETM planning for Maths, which follows the mastery approach, was introduced in September 2022. Our curriculum is always under review, with a focus on developing a curriculum for all and promoting inclusion.

Our pastoral team (Pastoral Lead, SEMH Support Worker and Counsellor) meet SEMH needs, run Calm Club at lunchtime and lead the Mental Health Ambassador (MHA) Team. MHAs are regularly trained and ensure playtimes are positive.

Specialised TAs support speech and language development, completing assessments, liaising with SALTs and implementing language programs under the direction of the SENDCo. The SEND team have undertaken DCC Dyslexia Training, enabling screening, the identification of dyslexic tendencies and support programs for those with SpLD.

Target	Strategies	Time scale	Responsibility	Success Criteria
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To ensure that curriculum adjustments provide fair access for all	Consider needs of all pupils when planning lessons, adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. Consider those children with general and specific learning difficulties. Ensure staff have access to the SEN information for pupils they teach, to ensure they can plan and deliver to meet need.	Continuous and ongoing (to develop staff knowledge and as part of staff induction)	Class teachers With support from the SENDCo and SEND Team	All pupils can access the curriculum. Barriers to learning are removed.
To ensure that teaching and learning methods and environment supports pupils with hearing impairment	Sound field system if needed. Quiet classrooms, child facing teacher to facilitate lip-reading (and/or angled towards the teacher, to maximise hearing to the best ear. Clear enunciation and considered talking speed. Further support as required, inc. from the Advisory Team.	As needed	Class teachers With support from the SENDCo and SEND Team	All pupils can access the curriculum. Barriers to learning are removed.
To ensure that teaching and learning methods and environment supports pupils with visual impairment	Pupil faces teacher, glasses worn. Modified print if needed. Use of IT and technology as needed, including from the Advisory Team.	As needed	Class teachers With support from the SENDCo and SEND Team	All pupils can access the curriculum. Barriers to learning are removed.
To ensure that teaching and learning methods and environment supports pupils with SEMH needs.	Layout of classroom, time out, clear targets, clear behavioural expectations. Pastoral support as needed, including from the Advisory Team.	As needed	Class teachers With support from the SENDCo and SEND Team	All pupils can access the curriculum. Barriers to learning are removed.
To ensure that teaching and learning methods and environment supports pupils with physical needs.	Adapted seating, weighted blankets, lap cushions, standing desks etc. Therapy programmes as advised by external professionals. Rest and movement breaks as needed.	As needed	Class teachers With support from the SENDCo and SEND Team	All pupils can access the curriculum. Barriers to learning are removed.
To ensure that teaching and learning methods and environment supports pupils with diagnosed medical	Staff have sufficient training to meet medical needs. Liaison with parents and medical professionals. Medication and equipment safely stored. Planning and risk assessments for trips	As needed	Class teachers With support from the SENDCo and SEND Team	All pupils can access the curriculum. Barriers to learning are removed.

conditions	and visits.			
To ensure that teaching and learning methods and environment supports pupils with ASD / suspected ASD.	ASD-friendly approaches incorporated universally in QFT (eg visual timetables). In addition, specific further adaptations are made for individual pupils. Ongoing staff training and support from advisory teams as needed.	As needed	Class teachers With support from the SENDCo and SEND Team	All pupils can access the curriculum. Barriers to learning are removed.
To ensure that effective speech and language provision in EYFS and across KS1, with improved early identification and intervention	WellComm, SpeechLink and Languagelink screening programs used for early identification of SALT needs. Targeted support and intervention provided, often by specialist TAs with support from external therapist as needed.	Ongoing	SENDCo, SEND Team and specialist SALT TAs	All pupils can communicate and interact effectively, removing barriers to progress. All pupils can access the curriculum.
To ensure that improved identification of (and provision for) pupils who have specific learning difficulties e.g. dyslexia	Training for SENDCo and Assistant SENDCo on identification tools and possible resources. Training cascaded to staff Resources purchased to support dyslexic pupils in school (eg Nessy) and strategies used by staff, incorporated into QFT, to make dyslexia-friendly classrooms	Ongoing	Class teachers With support from the SENDCo and SEND Team	All pupils can access the curriculum. Barriers to learning are removed. Pupils are supported to manage their learning difficulties.
To ensure that all pupils can access residential trips (including those with SEN and/or medical needs or disabilities)	Through discussions with parents, staff and providers, reasonable adjustments are made to enable inclusion. Pre-visits, additional staffing, accessibility of transport and accommodation etc.	ongoing	SENDCo and SLT	All pupils can access the curriculum. Barriers to inclusion are made through reasonable adjustments.

## Planning duty 2: Physical Environment

### Guidance:

HoS and SENDCO 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 corridor. There is a staff car park with level access and any pupils or parents with disabilities can access this car park 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
To be aware of the access needs of all pupils, staff, parents and carers and to make reasonable adjustments accordingly	Gather data around access needs when a child starts at our school. Create access plans for individuals as required. Regular reminders to parents and carers to let us know if they have problems with access to any areas of the school.	Annually or as required	SENDCo and SLT	Our buildings and grounds are accessible for all pupils, staff, parents and carers, governors and visitors to the school.
To ensure safe, clear access throughout the site at all times	Daily checks to ensure exits, entrances and walkways are clear of obstructions, pathways are gritted and ice-free, exterior lighting is working etc. PEEPs are in place for those who need them.	Daily ongoing	SLT and Caretaking team	Our site is accessible for all.
To ensure that the disabled toilets remain accessible to all.	Disabled toilets are kept free from clutter.	ongoing	SENDCo and SLT	Disabled toilets are always easily accessible.
To provide a ramp to the two inaccessible classrooms (where	Building a ramp to the cloakroom area of the mobile classrooms and providing accessibility aids	If required	SLT	All parts of the school are accessible.

there is currently only step access)	(eg grab rail) to the			
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### Planning duty 3: Information

HoS and SENDCo 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

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

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

Interpreters are used to share information with parents who are deaf or do not speak English.  
 Support from the EAL Team and the LA advisory teams 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.  
 The school's Safeguarding and Early Help Officer works with specific families to support information sharing between home and school.

Targets	Strategies	Time scale	Responsibility	Success Criteria
To ensure that all staff are aware of pupils or parents/carers who need	Provision map to share relevant information from professionals. Pupil passports created by teachers and	Ongoing as needed	SENDCo	All pupils and parents are fully included and feel supported.

information shared in a different format, have hearing or communication	SEND team to include specific information regarding communication strategies. Access to translators, sign language interpreters to be considered and offered if possible.			
To ensure that 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.	As needed	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.
To ensure that languages other than English are visible in school.	Some welcome signs to be multi-lingual.	Ongoing	EAL Lead	All parents can confidently access information about their child's education.

### Monitoring and Review

Originally adopted for June 2020

Reviewed and updated regularly

Revised in December 2022 for 2023-2026