



**Heathfield**  
PRIMARY SCHOOL

# Accessibility Plan

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# 1. STARTING POINTS

## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995(DDA) to cover education. Since September 2002, the Board of Trustees has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Board of Trustees of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## 1A The purpose and direction of the school's plan: vision and values

We aim to value the individuality of all of our children. We are committed to giving each child at our schools every opportunity to achieve the highest of standards, to ensure that all children are happy, involved and engaged in all areas of the school. We will ensure that every child is treated as a special, unique individual who has the potential to shine. We will work together to make sure children feel safe, secure, cared for, and appreciated for being themselves.

In working towards this, we aim to:

- provide a structured, caring, learning environment, using those experiences which children bring to school.
- form positive partnerships between home, school, and community.
- prepare children for living in a multicultural society and build upon the strengths of cultural diversity.
- provide equal access to a curriculum which promotes pupils' spiritual, moral, social, and cultural development.
- to deliver a curriculum which aims to provide opportunities for all pupils to learn and to achieve.
- prepare children for their future role in society developing their knowledge, skills, and attitudes.

## 1B Information from pupil data and school audit

Heathfield Primary School is a two-form entry primary school, which is part of the Prince Albert Community Trust, catering for 470 pupils, aged 3 to 11. Around 25% of the children have been identified as having Special Educational Needs or a Disability. All staff have experience of working with children with Special Educational Needs and a range of continuing professional development opportunities are made available to further develop expertise. The school has an Inclusion and Pastoral Team (Welfare team) who have undergone specialist training in order to fully meet the needs of children with disabilities.

## 1C Views of those consulted during the development of the plan.

Heathfield Primary School actively uses consultation and a working party approach, with an ongoing cycle of consultation for all stakeholders. Specific groups are asked about issues which are pertinent to them. This plan has been written in consultation with parents, staff, external agencies collaborating with the school and pupils.

# 2. THE MAIN PRIORITIES IN THE SCHOOL PLAN

2A curriculum

2B environment

2C information

See full plan after Section 3B.

# 3. MAKING IT HAPPEN

## 3A Management, co-ordination, and implementation

The School's Accessibility Plan will be presented to the Academy Committee for approval. It is a three-year plan that will be reviewed annually by the school Senior Leadership Team.

Progress will be reviewed by considering the following questions:

- have we done what we said we would?
- has it had any impact?

The Academy Committee will review this. The Plan will be revised as necessary during its lifetime.

The lead responsibility for the implementation of the plan will be the Head of School, although the Lead Practitioner for Inclusion and SEND and other members of the Senior Leadership Team will may have responsibilities, as outlined in the plan. Details of the resources (financial and human) required to successfully conduct the actions are detailed in the plan, along with timescales and will be reflected in the Inclusion action plan and budget plans for site and inclusion.

### 3b Making the plan available.

The School's Accessibility Plan will be available on the website.

Hard copies of the Plan are available on request from the school office.

## Accessibility Action Plan

### 2A Increasing the extent to which disabled pupils can participate in the school curriculum.

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Ensure that all NQT's, new teacher's, TA's and inclusion staff have the necessary training and support to enable them to support disabled pupils	Training sessions delivered through optional training. Individual in class support offered. Personalised	Lead Practitioner for SEND & Inclusion	Sept 23	Ongoing each year	90% of newly qualified/employed staff will demonstrate an increased level of confidence in meeting the needs of disabled pupils. 100% of NQT's or staff new to the school will understand their responsibilities under the Equalities Act 2010 and the SEN Code of Practice 2015.	Monitored informally every fortnight by SLT. Reviewed termly by HoS
Teachers, T.A.s and ISW's aware of individual needs and organise their classrooms to promote the participation and independence of all pupils.	To collaborate with the staff to ensure they understand the individual needs of children in their class. Provide opportunities for collaborative working with experienced teachers to share strategies and good practice. Ensure all recommended strategies are implemented	Lead Practitioner for SEND & Inclusion	Sept 23 then Summer term each year	End of term 1.2	90% of staff who have a child with complex needs in their class will understand how to best meet those individual needs and will have put the recommended strategies in place.  Throughout the year, 90% of strategies suggested by outside agencies will be put in place for a sustained period.	Monitored by SLT through development sessions
Ensure that the	Use strategies	Lead	Nov 2023	Jan 2024	The school will	Monitored

class environment is adapted to meet the needs of children across all areas of need including their emotional and mental health needs.	from the strategic planning meeting with the Communication and Autism team and share with staff. Send out an environmental checklist. Ensure that augmentative and symbols are used to communicate where appropriate. All classes to have a calming area, visual timetables, and adaptive planning.	practitioner for SEND and Inclusion and SLT			have an agreed environmental checklist that is shared will all staff. 80% of classrooms will be meeting the requirements of the environmental checklist	every half term through learning walks and book checks.
To provide ASD awareness training for all staff to provide strategies for use with children with ASD.	Book AET level 1 training via the CAT team	Lead Practitioner for SEND & Inclusion and SLT	Autumn term 2023	Dec 2023	At least 90% of teachers and TA's will have an awareness of Autism and will be able to use training in everyday practice.	Hos A Shotter
To ensure that all SEND children are making progress on their personalised targets.	Teachers to effectively use the continuums to set targets and update these termly during SEND reviews.	Class teachers and TAS with support from the Lead Practitioner for SEND and Inclusion	Sept 2023	July 2024	At least 80% SEND children to make two step progress on the continuums over the year. Termly SEND reviews and 1-page profile updates to reflect progress.	SLT to check continuums during book checks and learning walks.
To actively encourage SEND children to retrieve prior knowledge through revisiting and embedding it to increase the amount of retention.	Teachers to plan personalised retrieval activities.	Class teachers	Oct 2023	Jan 2024	At least 90% of SEND children to be secure in their previous areas of development as shown on continuums already highlighted.	SLT to conduct spot check on continuums. Termly continuums scrutiny by Inclusion Lead.

**2B Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services.**

<b>Proposal/Issue to be addressed</b>	<b>Action</b>	<b>Who will be responsible for implementing</b>	<b>Start date</b>	<b>Proposed completion date</b>	<b>Impact</b>	<b>Monitoring</b>
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		<b>the action</b>				
Ensure that local road works are not affecting accessibility for children with mobility difficulties.	Local area walks with site supervisor.	N Tahira S Stone	September 2023	November 2023	No children affected by local roadworks.	S Stone
Ensure disabled parking facilities are available and continue to monitor them to ensure they are not misused	Identify disabled parking space. Ensure appropriate markings and sizing are adhered to. Inform all staff of how the space should be used.	N Tahira S Stone Site Team	Autumn 2023	Monitor annually	There will be a legally compliant disabled parking space available at school.	S Stone
Ensure all routes in and around school are clear and suitably accessible.	Accessibility audits with site staff.	N Tahira S Stone	Autumn 2023	Sept 2023 Ongoing annual audit.	The Heathfield school site will be as accessible as possible with all required work being carried out swiftly.	S Stone
Ensure that the school environment is ASD friendly and suitable for children with a variety of needs.	Taking regular sensory and environmental audits with professionals	N Tahira PDSS teacher CAT teacher	Autumn 2023	Environmental audit at least termly.	The school will meet the needs of children with a variety of needs including physical or ASD needs.	
Ensure that the Nurture room and resource base environments are safe.	To take regular walks with the site supervisor to conduct checks on the environments.	N Tahira S Stone	Autumn 2023	Ongoing checks at least fortnightly	The nurture room and resource base environment will be safe for the most vulnerable children.	S Stone

## 2C Improving the delivery of information that is provided to all stakeholders.

<b>Proposal/Issue to be addressed</b>	<b>Action</b>	<b>Who will be responsible for implementing the action</b>	<b>Start date</b>	<b>Proposed completion date</b>	<b>Impact</b>	<b>Monitoring</b>
Widen methods of communicate with parents	Investigate how tools the school has access to could be used to communicate with parents.	N Tahira H Toth	Sept 2023	July 2024	Communication with parents will be improved following consultation.	N Tahira To lease with A Shotter

	<p>Gain parental permission. Start using alternative methods of communication.</p> <p>Ensure all letters have alternative methods of communicated highlighted in key languages.</p>				<p>90% of parents will be happy with the amount of information they receive and how they receive it. 90% positive feedback from coffee mornings.</p>	
Availability of written material in alternative formats	Investigate software and equipment available to convert written information into Alternative augmented communication strategies	N Tahira	Sept 2023	July 2024	<p>25% of written information will be available in alternative formats as standard practice. 50% of written information will be presented in alternative formats on request from parents.</p>	N Tahira
Ensure SEN Information Report is co-produced with parents and presented in a way that parents find accessible.	<p>Liaise with PSS to arrange an annual parent meeting.</p> <p>Hold meeting with a cross section of parents of children with SEND (virtual or in person)</p> <p>Discuss one section of the SEN Information Report and produce it together.</p> <p>Discuss layout &amp; presentation of SEN Information Report.</p>	N Tahira PSS	Autumn 2023 then each summer term	Nov 2023 then by September each year	<p>All groups of children will be represented in the co-production.</p> <p>95% of parents involved will be happy with the information included and the way it is presented.</p>	N Tahira
Develop induction pack for new pupils that includes pictures, visual cues, and dual language labels for key information such as school uniform. Children in other year	BFLP/EAL Co-ordinator to work with admin team to adapt existing induction pack. To share transition booklets with all teachers at the end of the year.	EAL Co-ordinator SLT Admin Team	Sept 2023	In place by July 2024	<p>85% of families joining the school with have their understanding supported through visual resources or dual language resources.</p> <p>100% of children to</p>	N Tahira with SLT

groups to receive Transition documents.					receive a transition booklet in July.	
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