

Three Year Accessibility Plan

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Ethos and Aims

Heathcote Preparatory School and Nursery strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the school. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We have an Admissions Policy which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Definition of Disability

Disability is defined by the Disability Discrimination Act 2010 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term negative effect on his or her ability to carry out normal daily activities.'

Purpose

The Accessibility Plan contains relevant actions to:

- a. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements and physical aids to access education.
- b. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-

bodied pupils. This covers teaching and learning and the wider curriculum such as participation in lunch and after-school clubs, leisure and cultural activities or school visits.

c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities such as hand-outs, timetables, textbooks and information about the school and school events.

Review

Action Plans relating to the key aspects of accessibility are contained in this document. The school reviews its SEN and Disability policy annually at board meetings and considers the schools policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled. Recommendations are observed with a view to improving the accessibility of the school's education in many aspects to existing and all prospective pupils with disabilities by means of reasonable adjustments and by planning for the future. Action plans are reviewed and adjusted on an annual basis and new plans are drawn up every three years; the policy is also reviewed and amended every three years. At Heathcote School, our SEN and Disability Policy Review Committee consists of one Director, Headteacher (SENDCo), Bursar and may co-opt additional members whose expertise in any field might be of assistance. The committee's terms of reference are:

- a. To review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- b. To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
- c. To prepare the school's Special Educational Needs and Disability Policy.

Scope

The following has been carefully considered by the school's Special Educational Needs and Disability Policy review committee and is regularly monitored:

1. Admissions.
2. Attainment.
3. Attendance.
4. Exclusions.
5. Education.
6. Co-curricular activities.
7. Physical school environment.
8. Selection and recruitment of staff.

9. Sporting education and activities
10. Staff training.
11. Welfare

Current good practice

Good progress has been made over recent years in improving accessibility for all pupils. Currently all children in the school are mobile. Information about pupil's conditions is provided for all staff, along with training where required.

- Children are taught in small classes, allowing for individual needs.
- The physical layout of the school presents some difficulties for non-mobile pupils. In particular it may not be possible for them to access Nursery, Reception or KS1 classrooms in the main building, but where necessary, the timetable could be adjusted to provide a room without stepped access.

Access to the Curriculum

- Staff are briefed by the Headteacher (SENCo) and Bursar on the school policies for SEND, Gifted, Talented and Able, and English as an Additional Language and all pupils who need some form of additional support to access the curriculum.
- A weekly "record of concern" review is held to flag up any concerns about pupils including both educational and pastoral concerns, this is documented and the notes are minuted and circulated to all staff. These include very low level concerns.
- Pupils who receive school support will be provided with a one page profile which is reviewed termly between parent, the pupil and the school.
- Teachers and the SENCO contribute to the development of Pupil Profiles and action plans. These contain information on each pupil with special needs/disabilities and outline their strengths, difficulties and strategies for supporting them in the classroom.
- Information is provided to the staff at staff meetings on strategies for dealing with children with Pupil profiles and action plans. Teachers are issued with a list of children's needs. This information is updated annually and issued to staff at the beginning of the school year and updated following termly reviews.
- Through 'Pupil Profiles' children have time to discuss with their teacher their individual learning and to develop a plan to support their learning.
- All SEND pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including co-curricular activities and off-site visits. Disability awareness is actively encouraged through our valued based education programme, in PSHRE and in assemblies.
- An audit of clubs provision has been carried out and the programme enhanced to ensure clubs provide appropriate interest and challenges for all pupils. Lunch and after school clubs promote sharing and turn taking, as well as promoting the community spirit in the school and help children make friends across the year groups

- Differentiation in planning clearly indicates how the teaching and learning will take place for learners with SEND. Differentiated learning objectives help pupils make independent choices and have equal access.
- Specific registers are maintained for pupils identified with Special Educational Needs and Disabilities, A, G&T and for whom English is an additional language. These are made available to staff at the start of each term and reviewed on a regular basis so the information therein can be utilised in lesson planning.
- Individuals and small groups are provided with dedicated additional support (interventions) by Teaching Assistants to supplement the curriculum provision.
- Strong communication flows are in place between school and home to ensure parental understanding of support given and to discuss further opportunities – see SEND policy.
- Standardised assessments take place termly throughout a pupil's education at Heathcote which supports targeted interventions.
- Alternative provision is made for any pupils unable to participate in a particular sport through injury, disability or impairment and for any pupils who have long term illness or who need to be out of school for a period of time for exceptional family reasons.
- The School Council and classes have reflected on charity work and how Heathcote can support other groups of people, locally, nationally and internationally. Pupils have been given opportunities to talk about charities in assembly, improving knowledge and understanding of all pupils. The Assembly schedule has incorporated assemblies relating to charities including visiting speakers to talk about charities. These actions are providing opportunities for all pupils to have a voice in making decisions and contributing to the programme of charity work undertaken in the school. A year 6 prefect works alongside the teaching staff to co-ordinate charity events and ensure the ideas and views of the pupils are fairly represented.
- The reward systems within the school have been reviewed to confirm that all pupils are recognised for their achievements irrespective of SEND or EAL.

Delivery of Information

- Staff are briefed by the Headteacher (SENDCo), Bursar of any pupils or families who need additional support so that written communication from the school can be accessed most easily
- Policies and written information have been reviewed to ensure they are free from discrimination in terms of phrases, procedures and practices.
- All internal teaching areas are carpeted (apart from the 'messy area' in Nursery) which would benefit children with hearing impairment.
- Texts and paperwork for pupils adapted where practical for those with LDD/ EAL e.g. enlarged, supported by visual images, use of pink paper or screen for Erlens Syndrome etc.
- Homework and the way it is communicated is differentiated according to the pupils' needs

Physical Access

- A regular site walk includes identification and action relating to hazards. e.g. uneven path.
- The library is at low level ensuring all children have independent access to books.
- Steps and change of level have been remarked with yellow and black taping or white paint.
- Lighting has been upgraded in parts of the school to improve conditions for all learners

Three Year Plan

Improving Access To The Physical Environment

	Targets	Action and Resources required	Timescale	Cost*	Achieved
Short term	To ensure stepped access visible to all	All steps are clearly marked by yellow and black safety markings and/or by painting steps white	By September 20 AND ONGOING	Low	Yes
	To ensure all exits are clearly visible to all	Exit signs are clear and well lit	By September 17	Med	yes
	To ensure door handles are clearly distinguished	Handles are clear and obvious	By October 2017	Low	Yes
	To ensure seating is varied for different needs	Make a range of table and chair heights available to learners in each classroom	By September 2017	Med	Yes
	To enhance the security of the school including during out of hours	Install CCTV on the rear gate	By September 2017	Med	Yes
	To facilitate ease of access to the school for larger events	Locate large events in the village hall which has disabled access and facilities	By January 2018	Low	Yes

	Targets	Action and Resources required	Timescale	Cost*	Achieved
Medium Term	To make classrooms accessible to all	Create ramped access to Nursery and KS1 classrooms through temporary removable ramps Create access to one KS2 classroom viable for wheelchair access e.g. Year 3 classroom	By September 2023	High	
	To make school more accessible for visually impaired learners	Devise tactile plan of the buildings	By September 2018 (Reviewed Aug 18) By September 2023	Med	
	To make WC available for disabled and wheel chair users	Convert science area WC so wider door access, handrails, wheelchair access/ manoeuvrability and remove steps/add temporary ramping	By September 2023	Major	
	To ensure seating is varied for different needs	Buy adjustable seating/tables to meet disabled pupils needs	By September 2022	Med	
	To ensure all pupils and visitors can access	Hire a loop system for use during assemblies and school	By September 2018	Med	Yes - hired as needed

	assemblies, concerts, parents evenings etc.	productions in an allocated area to make it easier for hearing impaired pupils and visitors to access events.	(Reviewed Aug 18) When necessary		
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	Targets	Action and Resources required	Timescale	Cost*	Achieved
Long Term	To make front entrance accessible to all	Redesign front entrance so doors are wheelchair friendly Resurface the front playground	September 2022	Major	Front playground has been resurfaced however it is not possible to widen the front door.
	To make all classrooms permanently accessible to all	Remove all steps around the site Create full ramped access to all rooms Add handrails for safety in ramped areas	September 2023	Major	
	To ensure visibility through doorways	New doors installed with part glass	September 2022	Major	
	To ensure fire alarm system can be seen and/or heard by all	Install new fire alarm system with flashing lights as well as bell	September 2023	Major	

* Cost: Low <£100, Medium £100 - £500, High £500 - £2,000, Major >£2,000

Improving access to the curriculum

	Targets	Action and Resources required	Timescale	Cost*	Achieved
Short term	To ensure all staff have relevant training to meet the needs of SEND pupils in their class/school	Head and SENDco to liaise regarding provision for SEND pupils. Training to be audited and arranged as necessary	Annually	Low	Yes
	All co-curricular activities to be planned to ensure they are accessible to all pupils	Review all co-curricular activities to ensure all pupils have equal opportunities	Annually	Low	Yes
	To identify EAL pupils and their needs	Parent questionnaire re: EAL to audit languages and needs in school	By June 2018 review and resend by Sept 2022	Low	Yes
	To enhance engagement	Early identification of	By September 2019	Med	Yes – part of induction

	with new pupils' specific needs	a staff training needs			
Medium Term	All pupils with SEND have access to specialised equipment, aids and resources to access the curriculum.	Review and increase resources as required. Purchase additional resources for individual pupils.	Ongoing but in place by September 2019	Med	Yes but ongoing reviews
	To provide appropriate support for EAL pupils	Staff training on EAL	September 2018 (Reviewed Aug 18) By September 2022	Med	
Long Term	To identify dyslexia promptly to ensure appropriate support in place quickly	Training for staff to utilise dyslexia screening test	September 2023 Currently pupils referred to dyslexia specialist teachers	High	

* Cost: Low <£100, Medium £100 - £500, High £500 - £2,000, Major >£2,000

Improving access to information

	Targets	Action and Resources required	Timescale	Cost*	Achieved
Short term	To assist SEND pupils with access to the curriculum	IPads and app introduced to assist written work and foster new ways of accessing the curriculum	Ongoing	High	
	To enhance SEND pupils'	Introduce visual	By January 2018	Low	

	access to daily routines	timetable for all pupils	(Reviewed Jan 19) In p-lace for specific classes where pupils will benefit		
Medium Term	To assist dyslexic children with progress in reading	Purchase more dyslexia friendly books	September 2018	Med	Yes
	To assist SEND children with organisational skills	Purchase mind mapping software	January 2019 (Reviewed Jan 19) By Jan 2022	High	
Long Term	To raise the awareness of staff on the importance of using a range of communication systems according to different needs	Implement, monitor and review training in signing, communication in print, alternative recording methods and using IT	September 2019 review Sept 2020	High	Yes – online learning and One Drive programs support learning, EYFS pupils taught to use simple signs as appropriate and helpful

* Cost: Low <£100, Medium £100 - £500, High £500 - £2,000, Major >£2,000