

Accessibility Plan



Policy Version Control

Policy type	School
Policy prepared by (name and designation)	Mark Dipple (Head of School)
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Date of LGB approval	
Date released	
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Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the local governing body of Heathfield Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

At Heathfield Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Heathfield Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum, and are fully involved in school visits, including residential trips. They access all areas of the school building they attend a range of after school clubs. They are represented on our School Council and act as Playground Buddies.

Information from pupil data:

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in nursery or join us later in their school life. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals. Care Plans are completed, signed and checked by parents and shared with relevant staff. (Face to face meetings may change because of Covid restrictions).

We currently have children with the following:

Asthma, nut and penicillin allergies. Milk/dairy Intolerances; visual and hearing impairment; severe haemophilia; diabetes, autism and ADHD. In addition to these medical needs we also have a LA Resource Base which funds 16 places for children who have been diagnosed with Cognition and Learning difficulties, and complex needs.

Views of those consulted during the development of the plan

We consult annually with pupils, parents and staff on whole school issues. No issues were raised on our recent questionnaires about our provision for pupils with disabilities. All parents said they would recommend our school to others.

We meet parents formally each half term to discuss the progress of children academically and socially. No issues have been raised during recent consultations.

Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.

Signed by:

M Dipple

Head of School

Date:

Chair of governors

Date:

Next review date: October 2022

Heathfield Primary School: Accessibility Plan 2021-22

Strand 1: Access to the curriculum

Action	Team(s)/Individual Responsible	Timescale	Monitoring	Outcomes
<p>Make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities. Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate- Use SEND Ranges paperwork to support this</p>	<p>Team Leaders Class teachers</p>	<p>July each year in preparation for new classes.</p>	<p>SENDco and SEND governor though reviews and monitoring provision.</p>	<p>Children with disabilities are able to participate fully in all aspects of the curriculum.</p>
<p>When reviewing curriculum resources consider the needs of disabled learners to ensure accessibility to the curriculum.</p>	<p>Subject leaders</p>	<p>Annually – by February half term each year.</p>	<p>SLT through monitoring and self- evaluation activities.</p>	<p>Class teacher have appropriate resources to meet the learning needs of disabled learners and, as a result, disabled learners make good progress.</p>

Clear overview of what the resource base children receive on a daily basis	SENDco	Oct 21	SLT	Children will have identified times when they can work on their cognition and learning needs.
Ensure staff are appropriately trained in meeting the needs of children with SEND	Exec Head	Oct 21	SLT	Overview of current provision and clear next steps to success.

Strand 2: Physical environment

Action	Team(s)/Individual Responsible	Timescale Cost	Monitoring	Outcomes
Review the physical environment to ensure the needs of specific children with disabilities are met. Review EHCP plans and reports from professionals to check what is needed.	SENDco/HS/CN	Devolved capital Buildings and maintenance budget - allocated each September	HT/SEND Governor through review of provision for children with disabilities	Provision is made to ensure children with disabilities are able to access all aspects of learning and recreation and participate fully in school life.
Ensure appropriate specialist furniture is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed.	SENDco	SEND budget – allocated each April	Team Leaders through review of provision for SEND within their teams	Children with disabilities are well supported.

Strand 3: Access to written information/improving the delivery of information

Action	Team(s)/Individual Responsible	Timescale Cost	Monitoring	Outcomes
Review of homework policy and online learning offer. When reviewing homework policy consideration to be given to the needs of disabled learners and homework/online activities amended accordingly	SENDco/Curriculum Lead	Oct 2021	SLT through review of policy and review of homework activities.	Disabled learners complete homework, which is appropriate to their needs and accessible.
All classrooms to make use of visual timetables and check lists to support learners with disabilities.	All staff led by Team Leaders	Ongoing	SENDco/Team Leaders	Disabled learners know and understand what they will be doing each day and what they need to do to complete given tasks.
Ensure appropriate books are available for children with disabilities	SENDco English Lead	Ongoing	SLT through review of self-evaluation activities	Children with disabilities have access to a range of appropriate written

				resources, which meet their specific needs.
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Accessibility Plan 2021-22

Appendix 1:

1.3 Improving the delivery of information in compliance with GDPR regulations

The School Information (England) (Amendment) Regulations 2012 details the minimum requirements for information which must be provided on school websites and reproduced as a paper copy without charge on request by parents/carers. School websites must be reviewed annually and include: name, postal address and telephone number of the school and the name of the person to whom enquiries should be addressed; admission arrangements for the school, including any selection or oversubscription criteria or guidance on how to access such information on the Local Authority website; information as to where and how parents/carers may access the most recent school inspection report, key stage 2 and key stage 4 results and school performance tables; Information about the school curriculum, details of any reading schemes and lists of any courses offered which lead to qualifications e.g. GCSEs; the school's behaviour policy; the school's policy for children and young people with special educational needs and disabilities; the school's allocation from the pupil premium grant, plans for its expenditure and details of how the previous allocation was utilised and the impact on attainment for the children and young people in respect of whom the funding was allocated; the school's complaints procedure; it is the school's responsibility to consult with parents/carers, and consider needs in order to meet above regulations.