

# Headcorn Primary School

## Accessibility Plan

### 2019 - 2020



**This plan has been developed by the School Business Manager, in consultation with the Head Teacher, the Inclusion Lead and other staff. It is publicly available on the school website.**

Approval Body:	Premises and Health & Safety Committee
Approval Date:	November 2019
Signed Chair of Premises and Health & Safety Committee:	Jack Keeler
Signed Head Teacher:	S Symonds
Date for review:	November 2020

# Headcorn Primary School Accessibility Plan

## 1. Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'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.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

**Physical facilities** – address any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents/carers and visitors.

**School curriculum** – include our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.

**Support services** – access to services within and external to the school to support families where a disability is identified.

**Awareness** – building awareness of staff through training and development and heightening children's awareness of issues related to disability.

**Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil, parent or carer identified as having a disability.

<b>PHYSICAL FACILITIES</b>
Process for identifying barriers
<ul style="list-style-type: none"> <li>• Premises and Health &amp; Safety Committee’s action planning following site inspections</li> <li>• Recommendations from users of the school</li> <li>• ‘Needs review’ for new pupils through discussion with the Head Teacher or liaison with KCC Inclusion Service</li> <li>• Pupil Progress meetings or Review meetings for pupils with special educational needs and disabilities</li> </ul>
Summary of progress to date in last three years
<ul style="list-style-type: none"> <li>• Person(s) identified to facilitate evacuation of pupil with high level of disability in case of fire or other need</li> <li>• Provision of disabled bay in parking area. Refurbishment of First Aid facilities</li> <li>• Development of Memorial Garden</li> <li>• Ramp replaced steps on the pedestrian access to the main entrance</li> </ul>
Objectives for improvement 2019-2020
<ul style="list-style-type: none"> <li>• Support for funding for the capital costs of this type of provision will come from School Access Initiative funding to be made available to individual schools or groups of schools as appropriate to address any particular access needs of individual children or groups of children with these types of disability.</li> <li>• Major extension to the school to provide for future two-form entry</li> <li>• Improvements to existing school building to support future two-form entry</li> </ul>
Monitoring of plans
This plan to be monitored through by Premises and Health & Safety Committee, Head Teacher, Inclusion Lead and School Business Manager

<b>THE SCHOOL CURRICULUM</b>
Process for identifying barriers
<ul style="list-style-type: none"> <li>• Monitoring of class teaching, learning support and impact on progress</li> <li>• Recommendations from users of the school</li> <li>• Pupil Progress meetings, Key Stage meetings and PEP reviews</li> <li>• EHCP and Personalised Provision Plan Reviews</li> <li>• Discussion with and recommendations from parents/carers and external agencies</li> <li>• Governor visits</li> </ul>
Summary of progress to date in last three years
<ul style="list-style-type: none"> <li>• A range of curriculum support equipment purchased to support access, e.g. adjustable sloping tables, special seat cushions, coloured reading overlays, dyslexia friendly white boards etc.,</li> <li>• A range of support programmes accessed and staff training for either</li> </ul>

<p>individual or groups of staff and linked equipment and toolkits purchased, e.g. Attachment, Diabetes, PEG feeding, ASD, Working with Reluctant speakers, Sensory difficulties, Social, Emotional and Wellbeing etc.,</p> <ul style="list-style-type: none"> <li>• Staff training on new curriculum, SEN and medical conditions</li> <li>• Use of visual timetables in all classes</li> <li>• Advice for teachers and assistance to identify and support the needs of individual children</li> <li>• Teaching Assistants deployed effectively to support pupils' participation</li> </ul>
<b>Objectives for improvement 2019-2022</b>
<ul style="list-style-type: none"> <li>• Continue to share training and experience across staff to ensure up-to-date knowledge</li> <li>• Continued development of Termly Learning Conferences</li> <li>• Continuation of strong school/home relationships</li> <li>• Continued support to parents to access external agencies.</li> <li>• Development of the whole-school provision cycle</li> <li>• Development of monitoring the impact of interventions</li> <li>• Development of Assessment</li> </ul>
<b>Monitoring of plans</b>
This plan to be monitored by the Head Teacher, Inclusion Lead and Inclusion Governor

<b>SUPPORT SERVICES</b>
<b>Process for identifying barriers</b>
<ul style="list-style-type: none"> <li>• Outcomes of Pupil Progress meetings, EHCP, SEND and AEN Review meetings and-PEP reviews</li> <li>• Advice from external agencies</li> <li>• Identified needs of pupils and parents/carers through discussion, observation, recommendations and staff meetings</li> <li>• Meetings between parents/carers, pupils, Head Teacher or Inclusion Lead</li> </ul>
<b>Summary of progress to date in last three years</b>
<ul style="list-style-type: none"> <li>• Working collaboratively with multi-agencies</li> <li>• Drawing on the support of other professionals including for example the Local Inclusion Forum Team, Educational Psychologists, Specialist Teachers, Community Paediatricians, Speech and Language specialists, Occupational Therapists, Physiotherapists, Counselling services, Early Help Services and Social Services</li> <li>• Inclusion Lead signposting parents/carers to support groups or services as applicable, e.g. ASD support groups, Dyslexia support, School Nursing, Bereavement services, Early Help etc.</li> <li>• Increase in in-house support groups for Social, Emotional and Mental Health.</li> <li>• Counselling service bought in for identified pupils</li> <li>• Occupational Health and return to work interviews</li> <li>• Speech and Language support bought in to help assess, monitor and train.</li> </ul>
<b>Objectives for improvement 2016 - 2019</b>
<ul style="list-style-type: none"> <li>• Continue to develop new links with emerging agencies as the local authority network narrows due to reducing financial resources</li> </ul>

- Increase expertise through training and partnerships to manage more support issues in-house as demand increases

#### Monitoring of plans

This plan to be monitored by the Head Teacher, Inclusion Lead and KS1 and KS2 leaders

### **AWARENESS**

#### Process for identifying barriers

- Observations of learning, pupil comments
- Feedback from pupils, parents/carers, staff and visitors
- Curriculum and provision review
- Feedback from external agencies

#### Summary of progress to date in last three years

- Awareness of disability and fair access for all is addressed through diversity in PHSE Education
- Broader range of pupils with disability and SEN in school has widened pupils' experience
- Visit from PEG feeding specialist for a pupil
- Specific assemblies to increase awareness
- Fundraising initiatives (e.g. Jeans for Genes Day, Children in Need, Breast Cancer Kent, Slide Away)
- The Inclusion Lead attends AEN briefings, forums and LIFT meetings
- The Inclusion Lead has completed the SENCo Accreditation
- The school website and Headcorn Headlines are used to promote awareness of support networks and information talks for families
- The Inclusion Lead is part of the Transition Working Group for primary to secondary transfer.

#### Objectives for improvement 2019 - 2022

- Continue to address different aspects of disability through assembly themes and stories
- Continue to use the school website and Headcorn Headlines to promote awareness of support networks for families
- Continue to develop opportunities for parental engagement and partnership through events such as Preparing your Child for School, Phonics Awareness, Preparing your Child for Transition, Divorce, Separation and Bereavement, E-safety etc-
- Develop a parent support group

#### Monitoring of plans

This plan to be monitored by the Head Teacher, Inclusion Lead and Inclusion Governor

### **COMMUNICATION**

#### Process for identifying barriers

- Feedback from pupils using Pupil Passports, various pupil led school councils.
- Feedback from parents/carers and other stakeholders including the PTFA, by TLCs, AEN & SEN review meetings, discussion, email and questionnaires.

<ul style="list-style-type: none"> <li>• Feedback from external agencies</li> <li>• Pupil Progress meetings and PEP reviews</li> </ul>
Summary of progress to date in last three years
<ul style="list-style-type: none"> <li>• Tucasi now covers the majority of families with only 7 families at time of writing now requiring hard copy communication to access school email communication</li> <li>• Changes to how learning information is shared with parents/carers</li> <li>• New school website</li> <li>• Use of Arial font size 12 for clear and consistent communication</li> <li>• Headcorn Headlines provides a clear and concise weekly update to parents/carers and staff</li> <li>• Weekly Head's bulletin to all staff provides clear plan for the week ahead.</li> </ul>
Objectives for improvement 2019-2022
<ul style="list-style-type: none"> <li>• Continue to ensure that written information normally provided by the school will take account of students' disabilities and parents'/carers' preferred formats and will be made available within a reasonable timescale. This will be decided with the parent's/carer's permission and adjustments will only be made if this meet the needs of the individual and improves the accessibility to the curriculum.</li> <li>• Continue to work with and be aware of parents/carers who need alternative forms of communication</li> <li>• To continue to work closely with parents/carers to ensure two-way communication as the school increases in size</li> </ul>
Monitoring of plans
This plan to be monitored by the Head Teacher, Inclusion Lead and School Administrator