

Headcorn Primary School Accessibility Plan 2020 – 2021



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

Approval Body:	Resources & Personnel Committee
Approval Date:	March 2021
Signed Chair of Resources & Personnel Committee:	Jack Keeler
Signed Head Teacher:	S Symonds
Date for review:	March 2022

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.

PHYSICAL FACILITIES
Process for identifying barriers
<ul style="list-style-type: none"> • Premises, Health & Safety action planning following site inspections • Recommendations from users of the school • 'Needs review' for new pupils through discussion with the Head Teacher and SENCo or liaison with KCC Inclusion Service • Pupil Progress meetings or Review meetings for pupils with special educational needs and disabilities
Summary of progress to date in last three years
<ul style="list-style-type: none"> • Persons identified to facilitate evacuation of pupil with high level of disability in case of fire or other need • Further provision of more disabled bays in both staff and visitor parking areas • Each classroom provided lockable storage of first aid and medicines that do not require refrigeration • Development of Sensory Garden • Ramp replaced stepped path on the pedestrian access to the main entrance • Additional entrance created to spread increasing pupil, parent/carer footfall at drop off and collection times • One way system implemented for flow of increased pupil, parent/carer traffic • Toilet seat adaptors bought for Year R and Year 1 toilets • Portable toilet seat frame bought for toilets • Secure seat bought for lunchtime use in hall
Objectives for improvement 2020 – 2023
<ul style="list-style-type: none"> • 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. • On-going improvements to existing school buildings to support future two-form entry • Refurbishment of the toilet blocks near the main hall • Refurbishment of Glennie House from July 2021
Monitoring of plans
This plan to be monitored through by Resources & Personnel Committee, Head Teacher, SENCo and School Business Manager

THE SCHOOL CURRICULUM
Process for identifying barriers
<ul style="list-style-type: none"> • Monitoring of class teaching, learning support (QFT) and impact on progress • Pupil Progress meetings, Key Stage meetings and PEP reviews • EHCP, Personalised Provision Plan and SEND Reviews • Recommendations from users of the school • Discussion with and recommendations from parents/carers and external agencies • Governor visits (when possible) and virtual update meetings
Summary of progress to date in last three years
<ul style="list-style-type: none"> • A bespoke curriculum 'CLUES' being implemented to address contextual needs and enabling catch up for those behind due to the lockdown

- A remote learning provision via Primary Blogger and Microsoft Teams
- Implementation of Leuven Scales for general wellbeing assessment of the whole school
- Purchase of the Boxall assessment packages
- Purchase of WidgitOnline to provide visual pictorial/image support
- FLO employed to support family liaison, attendance and nurture
- Pastoral Support for Learning HLTA employed to support pupil wellbeing, nurture and provide a range of interventions to support learning engagement
- More robust outdoor education programme being provided as part of our curriculum
- Use of visual timetables in all classes
- A range of support programmes accessed and staff training for either individual or groups of staff and linked equipment and toolkits purchased, e.g. Speech & Language, Attachment, Diabetes, PEG feeding, ASD, Nurture, Working with Reluctant speakers, Sensory difficulties, Social, Emotional, Wellbeing etc.,
- Staff training on SEN and medical conditions
- Advice for teachers and assistance to identify and support the needs of individual children
- Teaching Assistants deployed effectively to support pupils' participation
- A range of curriculum support equipment purchased to support access, e.g. adjustable sloping tables, special seat cushions, chair bands, coloured reading overlays, dyslexia friendly white boards etc.,

Objectives for improvement 2020-2023

- Bespoke curriculum is reviewed regularly to ensure it meets the needs of all pupils
- Curriculum progress is tracked for all pupils including those with SEND and other vulnerabilities
- Targets are set effectively and are appropriate for pupils with SEND and additional needs
- Curriculum resources are tailored to the needs of the pupils who require support to access the curriculum
- Continue to share training and experience across staff to ensure up-to-date knowledge
- Pupils' wellbeing is supported to ensure barriers to learning decreased or addressed
- Development of remote learning and its accessibility for all pupils including those with limited internet access or devices available
- Provision of remote learning accessibility for those with sensory impairments eg sight and hearing
- Provision of remote learning support for those parents unable to read or support their child sufficiently
- Training of an ELSA TA (Emotional Learning Support Assistant) to ensure all can overcome emotional challenges and access their learning
- Thrive Training and Implementation (the scheme promotes children's mental wellbeing and learning)
- Continued development of Termly Learning Conferences
- Continuation of strong school/home relationships
- Continued support to parents to access external agencies
- Development of the whole-school provision cycle
- Development of monitoring the impact of interventions
- Development of Assessment

Monitoring of plans

This plan to be monitored by the Head Teacher, SENCo and Inclusion Governor attached to the Curriculum & Learning Committee

SUPPORT SERVICES	
Process for identifying barriers	
<ul style="list-style-type: none"> • Outcomes of Pupil Progress meetings, EHCP, SEND and AEN Review meetings and-PEP reviews • Advice from external agencies • Identified needs of pupils and parents/carers through discussion, observation, recommendations and staff meetings • Meetings between parents/carers, pupils, Head Teacher, Deputy Head Teacher, SENCo and FLO 	
Summary of progress to date in last three years	
<ul style="list-style-type: none"> • Appointment of a Family Liaison Officer and Pastoral Support for Learning • Training of an ELSA TA (see above) • Thrive Training and Implementation (see above) • Nurture training for TAs • Working collaboratively with multi-agencies • 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 • SENCO and FLO signposting parents/carers to support groups or services as applicable, e.g. ASD support groups, Dyslexia support, School Nursing, Bereavement services, Early Help etc. • Increase in in-house support groups for Social, Emotional and Mental Health • Counselling service bought in for identified pupils • Occupational Health and return to work interviews • Speech and Language support bought in to help assess, monitor and train 	
Objectives for improvement 2020 – 2023	
<ul style="list-style-type: none"> • Continue to develop new links with emerging agencies as the local authority network narrows due to reducing financial resources • 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, SENCo and Key Stage Leaders	

AWARENESS	
Process for identifying barriers	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • 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 • Curriculum resources include people with disabilities • 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) 	

- Head Teacher is on the LIFT Executive Board for Maidstone
- The SENCo attends AEN briefings, forums and LIFT meetings
- The school website has been updated
- Twitter, school website and Headcorn Headlines are used to promote awareness of support networks and information talks for families
- The Year 6 Transition Working Group for primary to secondary transfer project has been agreed and the SENCO initiating its implementation.

Objectives for improvement 2020 – 2023

- Continue to address different aspects of disability through assembly themes and stories
- Continue to use the school website, Twitter and Headcorn Headlines to promote awareness of support networks for families
- Develop a parent/carer support group
- 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.

Monitoring of plans

This plan to be monitored by the Head Teacher, SENCo, Inclusion Governor and Diversity Governor attached to the Curriculum & Learning Committee

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.
- Feedback from external agencies
- Pupil Progress meetings and PEP reviews

Summary of progress to date in last three years

- Scopy now covers the majority of families with only 12 families at time of writing now requiring hard copy communication to access school email communication
- Changes to how learning information is shared with parents/carers
- New school website design
- Headcorn Headlines provides a clear and concise weekly update to parents/carers and staff
- Weekly Head's bulletin to all staff provides clear plan for the week ahead (currently paused during COVID)

Objectives for improvement 2020 – 2023

- 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 meets the needs of the individual and improves the accessibility to the curriculum.
- Continue to work with and be aware of parents/carers who need alternative forms of communication
- To continue to work closely with parents/carers to ensure two-way communication as the school increases in size

Monitoring of plans

This plan to be monitored by the Head Teacher, SENCo, FLO and School Administrator

