

Accessibility Plan 2023 – 2024 Headcorn Primary School



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:	October 2023
Signed Chair of Resources & Personnel Committee:	J Keeler
Signed Head Teacher:	S Symonds
Date for review:	October 2024

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.

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 and SEN Review meetings for pupils with barriers to learning such as additional and 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 • Each classroom provided lockable storage of first aid and medicines that do not require refrigeration • Development of Sensory Garden • 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 • Steps bought for Year 3/4 toilets and handrail installed • Portable toilet seat frame bought for toilets • Secure seats bought for lunchtime use in hall • Bespoke Nurture Room now available • Inclusion Office relocated to offer confidential meeting spaces for parents and External Agencies • Emergency Food Supplies kept on site to support vulnerable families • Connections with Salvation Army Foodbank for more regular supplies required • Connections with support services in the village for family supplies such as requirements for home eg fridge, beds, baby resources eg pushchair etc • Connections with The Princess Project based in Maidstone to support with providing clothing and items for families as well as signposting to their other services. • OPAL resource sheds available to support lunchtime Outdoor Play and Learning provision
Objectives for improvement 2021– 2024
<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 (including refurbishing Nurture Room, toilet block refurbishment, suspended ceilings, new heating system, new flooring) • Relocation of Inclusion Office to Glennie House with own entrance for confidentiality • Redesign of Sensory Garden / Outdoor Classroom area • Refurbishing of Upper Meeting Room for Inclusion Meetings and interventions (The Treehouse)
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 and virtual update meetings
- Pupil Voice and Termly Leuven Scales Data

Summary of progress to date in last three years

- A bespoke curriculum 'Cornerstones' being implemented to address contextual needs and enabling catch up for those behind due to the COVID-19.
- A remote learning provision via Microsoft Teams
- Implementation of Leuven Scales for general wellbeing assessment of the whole school
- Purchase of the Boxall assessment packages
- Purchase of WidgeitOnline to provide visual pictorial/image support
- FLO and Assistant 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, Clicker 8, Precision Teaching 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, standing desks, special seat cushions, chair bands, coloured reading overlays, dyslexia friendly white boards etc.,
- Alternative methods of recording for pupils (where writing is not the learning objective) such as Clicker 8, Talking Tins, Seesaw (Use of QR codes)
- Implementation of Precision Teaching
- Purchase of new resource 'Hamish and Milo' – a comprehensive range of Social emotional Learning (SEL) and SEMH intervention programmes with an innovative impact dashboard – to further support the planning and delivery of Nurture interventions as well as providing three meaningful impact measures, including pupil voice.

Objectives for improvement 2021-2024

- 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
- FLO and Nurture Practitioner trained Thrive Practitioners / ELSA
- Thrive Training and Implementation (the scheme promotes children's mental wellbeing and learning)
- Continued development of Parent Teacher Conferences (PTCs)
- 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 reporting and monitoring
- Development of lunchtime provision through OPAL (Outdoor Play & Learning) to support teamwork, play, address behaviour challenges and have a positive impact on social progress and improve afternoon learning

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

- Outcomes of Pupil Progress meetings, EHCP, SEND and AEN Review meetings and-PEP reviews
- Advice from external agencies including LIFT Surgeries
- 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, FLO

Summary of progress to date in last three years

- 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.
- Nurture Practitioner not classed based and also employed as an Assistant FLO
- 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
- Therapy Dog now available to support pupils
- Use of Zones of Regulation across the school
- Indoor 'Calm Corner' available for quieter lunchtimes for pupils
- Whole School Approach to Nurture
- Use of translator device for EAL pupils with no or little English

Objectives for improvement 2021 – 2024

- 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

- 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
- 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, Countywide SENCO forums, local SENCo 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
- September 2023 – Termly Inclusion Newsletters – raising awareness of particular conditions as well as signposting parents and carers to further support and services available
- The Year 6 Transition Working Group for primary to secondary transfer project has been agreed and the SENCO initiating its implementation.
- Harvest Festival now collects items to support Ashford Foodbank
- Thrive training for all staff Sept 2022 INSET
- Training on use of WIDGIT Online
- Training on application of Zones of Regulation
- Whole School Approach to Nurture Programme
- Whole school De-escalation Training – 20th February 2023

Objectives for improvement 2021 – 2024

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.
- Governor Focus Group regarding Parent/Carer Communication

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
<ul style="list-style-type: none"> • Feedback from pupils using Pupil Voice questionnaires, 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. • Inclusion events for parents such as guest speakers, Coffee Mornings/Afternoons and themed sessions. • Feedback from external agencies • Pupil Progress meetings and PEP reviews
Summary of progress to date in last three years
<ul style="list-style-type: none"> • Scopay now covers the majority of families with only 9 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 • Regular Inclusion events hosted and an increasing number of parents attending each session.
Objectives for improvement 2021 – 2024
<ul style="list-style-type: none"> • 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 • To set up a regular Inclusion Newsletter for parents/carers signposting support services and access to support in-house as well as externally • Inclusion Meetings
Monitoring of plans
This plan to be monitored by the Head Teacher, SENCo, FLO and School Administrator