

Heatherlands Primary School

Accessibility Plan

March 2025 to March 2027

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1. Introduction

All schools must have an Accessibility Plan. This is required by law - Equality Act 2010. Accessibility Plans support current and future pupils with a disability.

The Equality Act says that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum
- b) improve the physical environment of the school
- c) make information more accessible by providing this in a range of different ways

2. Vision and aims

Our aim is for everyone at Heatherlands Primary to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

We want our pupils with a disability to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

At Heatherlands Primary, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
 - a) the child
 - b) persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability or SEND by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

4. School context

At Heatherlands Primary School we believe that every child deserves the best start in life. From our pupils to our parents and carers and our staff, we believe everyone should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

At Heatherlands Primary we currently, as of Spring 2025, have 623 pupils on roll. We follow the National Curriculum which is adapted to meet the needs of all pupils. Our aim is to help all our pupils to reach their full potential by providing them with the education that they will need, not only for today but to help set them up with every chance to succeed tomorrow.

The original school building was constructed in 1963 and additions/alterations have been made over the years with the last additions being made in 2016 when the school went through major transition from a First to a Primary School.

The school comprises 2 single storey buildings with wide corridors and several access points from outside. There are also 4 outdoor cabins. The classrooms and cabins do not have ramped access to any doors.

The school building is well maintained and in good condition.

On-site car parking for staff includes two dedicated disabled parking bays to the front of the school. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the main entrance and one in the EYFS area. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked; this includes refuge areas for wheelchair users.

A copy of our floorplan is available upon request from the School Office.

5. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress.

Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this to ensure that we have a good understanding of their disabilities or health conditions and how to support them.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

Current pupil data shows that at the start of the 2024/25 academic year, 26% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need (recorded as Primary area of need):

23 - Cognitive Learning need – Processing, memory, Dyslexia, Moderate learning difficulty
56 - Speech, Language, Communication need
26- Social, Emotional and Mental Health 2
- Physical/Sensory need
12 - Disability – sensory (sight/hearing)
2 - Diabetes
5 - Epilepsy
38 - Asthma

Refer to the schools SEND policy for definition of need under the four broad areas stated in the SEN Code of Practice.

6. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Heatherlands Primary. This told us that:

- Most areas of the school are physically accessible for everyone
- Some entrances and exits would benefit from automated door opening
- The outdoor environment is on an incline and some surfaces are uneven and potentially dangerous
- Some areas are cluttered
- Classrooms need to limit amount on displays
- Classroom furniture layout does not always optimise the accessibility of all learners

7. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SENCO and SEND support staff
- other staff at the school, including the leadership team
- our SEND Governor and wider governing body
- relevant specialist services

These consultations told us that:

- Not everyone is aware of the Accessibility Plan (parents and staff)

8. Previous actions

Access to the curriculum

During the period of our previous Accessibility Plan, we improved access to the curriculum for pupils with a disability through the following means:

- Completing the Inclusion Quality Mark (IQM) to demonstrate how we ensure all children are receiving an inclusive education.
- Adapting curriculum with the use of 'BSquared' and 'The Engagement Model' to enable all children to access the curriculum.
- Developing adaptive strategies for children with SEND beyond general strategies. Teachers know planning subject specific adaptations and strategies. This is evidenced in our 'Ways In' document.
- Changing behaviour policy to a behaviour and relationships policy, using a restorative approach to supporting children.
- Implementing a 'values led' curriculum
- Using 'Trickbox' to enable children to self-regulate and manage their emotions, confidence and attitudes to learning
- Introducing of a more rigorous graduated approach for identifying, monitoring and planning for children with SEND.
- Appointing and training a range of support staff including SEND teaching assistants
- Using interactive, adapted ICT equipment
- Offering 'Bikeability' for all age school pupils, with an immediate focus on KS2
- Offering additional bespoke sports, clubs, holiday events for children with disabilities

The physical environment

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

- Improving classroom furniture layouts to increase access.
- Developing a clear evacuation procedure (including PEEPS where needed)
- Using audits as a planning tool to assess priorities in spending to improve accessibility

Access to information

During the period of our previous Accessibility Plan, we made information more accessible to pupils with a disability by:

- Auditing the school library to ensure the availability of large font, braille and easy read texts will improve access.
- Ensuring key classroom door signs contain braille.
- Offering telephone calls to explain letters home for some families who need this.
- Ensuring regular parental communication through a variety of ways depending of family circumstance and need – virtual or in person meetings, email, phone, Joint Action Plans.

9. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and considering the BCP Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

- SEND Code of Practice 2014
- Children's and families act 2014
- Equality Act 2010
- Behaviour and Mental Health in schools – Autumn 2024

10. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- First Aid, Medical Conditions, Managing Medication and Allergy Policy

It can also be read alongside the following school documents:

- Safeguarding policy
- Curriculum statement
- Staff code of conduct
- Health and safety policy (including off-site safety)
- Building relationships policy
- School improvement and development plan

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Heatherlands Primary for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents. We will work in partnership with the CLP Academy Trust in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored through Health and Safety audits and SEND action plan monitoring.

This Accessibility Plan runs for 3 years and will be updated in March 2028. Once updated, we will advise our parents/carers of this via our usual communications and on our website.

The Heatherlands Primary complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum

Outcome 1			
What outcome do we want to achieve?	<ul style="list-style-type: none"> • To develop the adaptations of tasks, including any scaffolding across all aspects of teaching and learning to reduce cognitive load. • To use assessments, including Lucid COPS to identify if a child will benefit from an adaptation or scaffold. • To use Wigit and Colourful Semantics to support or adapt activities as appropriate. • To use 'BSquared' or 'The Engagement Model' to track specific learners small steps progress. 		
What actions will we take to achieve this?	<ul style="list-style-type: none"> • To consider the activity or task carefully when planning and adapt accordingly. • To ensure the correct resources are available to deliver and support the activity. • To ensure resources produced or used consider cognitive load and are adapted to suit the needs of the children ie. less information shared on each slide, coloured backgrounds, font choices etc. • To offer CPD in specific adaptive strategies, dyslexia friendly audits, including universal strategies for teaching children with SEND or specific disabilities. 		
How can we tell if this is successful?	<p>Increased progress for disadvantaged pupils. Small steps monitored more closely using SEND systems.</p>		
When will this work be done?	Ongoing		
Approximate cost	<p>£1000 software licenses annually £1000 CPD costs</p>		
Responsible person(s)	SENDCo/ Class teachers	Date complete	

Outcome 2			
What outcome do we want to achieve?	<ul style="list-style-type: none"> • To ensure the effective deployment of Teaching Assistants; prioritising equity to support pupils' participation. • To monitor TAs to ensure they are using recent CPD to deliver strategies/interventions/pre teach to lessen barriers to learning and ensure children can keep up. 		
What actions will we take to achieve this?	<ul style="list-style-type: none"> • To ensure support plans in place using Provision Mapping and reviewed termly with child, staff and parent/carer • To enable children with complex needs (that require specialist provision) - access to the 'Den' and more targeted adult support, included an adapted curriculum. 		

	<ul style="list-style-type: none"> • To use the class RAY to review needs of pupils within each class termly. • To ensure staff skills are matched to pupil needs and that CPD is offered to ensure staff have specific knowledge. 		
How can we tell if this is successful?	Pupils' needs are appropriately met through effective deployment of skilled support staff, effective referrals and successful EHCP applications All pupils are supported to achieve their full potential		
When will this work be done?	Ongoing CPD plan and INSET day plan		
Approximate cost	£1000 for CPD Staffing for the Den = 3 adults Specific 1:1 Tas = 9		
Responsible person(s)	HT SENDCo	Date complete	

Outcome 3			
What outcome do we want to achieve?	<ul style="list-style-type: none"> • To support families to help pupils come to school ready for learning to access the curriculum 		
What actions will we take to achieve this?	<ul style="list-style-type: none"> • To ensure the school nursing team (via referral) are available to discuss any health issues which relate to school attendance, lateness or PA. • To provide online safety sessions and information for parents/carers. • To refer to OT for CPD with sensory needs. • To enable access to trusted adults/family support/pastoral care for families and pupils to listen and advocate if necessary. • To support parents to implement the 'values' led curriculum at home through the use of 'Trickbox' and the sharing of the Building Relationships Policy and behaviour guidance. • To alter language choices and make a concerted effort to reframe instructions or questions. E.g. Use phrases such as 'I want to listen to you' rather than 'I want to talk to you'. 		
How can we tell if this is successful	Attendance figures improve PA reduces Children are motivated and ready to come to school Parents get the support needed when requested Trickbox is used consistently at home and school		
When will this work be done?	Ongoing Review Sept 25 for new intakes		
Approximate cost	£1000 for CPD Trickbox resources £250 annually to purchase card sets		
Responsible person(s)	HT DHT/SENDCo	Date complete	

Improving the physical environment

Outcome 1			
What outcome do we want to achieve?	<ul style="list-style-type: none"> To ensure classrooms are organised to promote the participation and independence of all pupils (incl. limiting visuals on display, keeping information just to display boards) 		
What actions will we take to achieve this?	<ul style="list-style-type: none"> To review and implement a preferred layout of furniture and equipment (subject specific) to support the learning process in individual classrooms. To encourage staff to audit classroom displays in year groups and consider how to remove cognitive load. 		
How can we tell if this is successful?	All children are able to participate effectively in curriculum activities, with the correct space, resources and time.		
When will this work be done?	Ongoing Sept 25 – new classroom set up		
Approximate cost	Replacement/specific furniture that is specialized or needed for specific children ie. head support £270, paediatric neuro chair (solo 3) £2000, adjustable tables etc		
Responsible person(s)	HT DHT/SENDCo	Date complete	

Outcome 2			
What outcome do we want to achieve?	To maintain all external surfaces to ensure they are safe and suitable for all users		
What actions will we take to achieve this?	Identify areas of concerns and appoint relevant contractor. Review termly for tarmac areas. Statutory annual check Yellow spray paint to highlight uneven surfaces for vision impaired children as advised by vision outreach services Monitor and dynamic risk assess for weather		
How can we tell if this is successful?	Monitor the reporting of accidents to ensure that poor surfacing isn't the cause		
When will this work be done?	Ongoing		
Approximate cost	By quote – dependent on reviews		
Responsible person(s)	Site Manager Headteacher SENDCo Vision support	Date complete	

Making information more accessible

Outcome 1			
What outcome do we want to achieve?	To reach 100% of parents/carers with school and local community information		
What actions will we take to achieve this?	<ul style="list-style-type: none">• Publish key news and information on the entrance lobby TV screen• Send weekly 'Friday information BLAST' via email to keep parents up to date regularly• Publish monthly communications – via email/website, to share dates for the following month and key events and notices• 4 platforms to communicate electronically: Arbor, Website, Facebook, Instagram• Website translation available for multiple languages• Phone calls to those who may be harder to engage• Explicitly inform parents and if needed print copies of new policies, accessibility plan, SEND information report and other strategic Documents• Emails and key messages translated for parents if needed		
How can we tell if this is successful?	100% of families will receive communication in their preferred form		
When will this work be done?	Ongoing		
Approximate cost	Subscriptions to Arbor and Primary Site		
Responsible person(s)	Operations manager/Office manager/SENDCo/EAL lead	Date complete	