

## Heathlands Primary Academy

### Accessibility Plan 2023-2026

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- 1) Improve **access to the physical environment of the school**, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- 2) Increase **access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in school clubs (before, during and after school), leisure and cultural activities or educational school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- 3) Improve the **access of written information** to pupils, staff, parents and visitors with disabilities. Examples might include the school website, letters & leaflets, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

As policies, practices and documents are reviewed, they need to take into consideration and have regard to matters relating to equality and accessibility for all. The plan will be monitored by the SENDCos in conjunction with the Senior Leadership team, Governing Body and other stakeholders e.g. parents, staff, pupils.

The school will work in partnership with the Birmingham LA in developing and implementing this plan and will adopt the principals of Birmingham's Access to Education Service.

# Accessibility Plan

**Heathlands Primary Academy**

**Dates: From May 2023 To May 2026 (Reviewed annually)**

## Reflecting on parental views

| Outcomes<br>for groups of children<br>and young people  | Accessibility<br>Planning Code<br>C- Curriculum<br>E- Environment<br>I- Information | Actions  |                           |           | Evidence | Dates<br>(from<br>and to) |
|---|---|--|---------------------------|-----------|----------|---------------------------|
|   |   | What/How   | Lead                      | Resources |          |                           |
| <b>To improve access<br/>for children with<br/>SEND</b> | E   | <p>Termly environmental audit in collaboration with the site manager to ensure needs of all SEND children are met.</p> <p>Staff to inform SLT (following planned fire drills) of any children that need extra support when evacuating the building. Specialist staff to advise as appropriate.</p> | TB/LDawes /professionals. | Time      |          | Termly                    |

|   |             |  |   |                                    |  |                |
|---|-------------|--|---|------------------------------------|--|----------------|
| <b>Cognition and Learning</b><br><b>To improve access, progress and participation for children with cognition and learning needs.</b>       | C<br>E<br>I | ECT and new members of staff to have training/workshops on meeting the needs of children with C&L needs  | TB  | Time<br>Appropriate<br>resources   |  | Annually       |
|   |             | To have members of staff trained in Direct phonics   | TB/PSS/                                   | Training Costs<br>TA time<br>Cover |  |                |
|   |             | All staff to be trained in Pre-tutoring strategies   | TB/PSS                                    | Trainer- PSS<br>hours<br>Time      |  |                |
|   |             | Some staff trained in the 'Words First' approach to reading.   | TB/PSS                                    | TA time<br>PSS hours               |  |                |
| <b>Communication Interaction</b><br><b>To improve access, progress and participation for children with communication Interaction needs.</b> | C<br>E<br>I | EYFS children to be assessed using WELLCOMM screening/assessment toolkit as appropriate. Staff to identify need using the screening tool and to timetable intervention work. | TB/Early<br>Years/Fou<br>ndation<br>staff | WELLCOMM                           |  | Annually       |
|   |             | Speech and language training   | TB/SLT<br>specialist                      | External trainer                   |  |                |
|   |             | AET Level 1 training for all staff and to implement strategies   | CAT /AET                                  | Training day                       |  |                |
|   |             | AET related training e.g. Autism and Bullying, Transition, Anxiety   | CAT/AET                                   | Training                           |  | Summer<br>term |
|   |             |  |   |                                    |  |                |
|   |             |  |   |                                    |  |                |

|  |             |  |  |  |  |                                     |
|--|-------------|--|--|--|--|-------------------------------------|
| <b>Social, Emotional and Mental Health</b><br><b>To improve access, progress and participation for children Social, emotional and mental health needs.</b> | C<br>E      | To continue to implement whole school approach to raising attendance.<br>LP to raise awareness of SEMH by debriefing class teachers and TAs.<br>PH to update staff regularly regarding attendance. Staff allocated duties and debriefed in how to carry out 3 Houses activity with individual children | Learning Mentor Team                             | Learning mentor time<br>Resources<br>External agency |  | Summer<br><br>Ongoing – needs based |
|  |             | To attend ‘Emotion based refusal’ training through Anna Freud  | SENCO  | SENCo time<br>Training                               |  |                                     |
|  |             | To train all teaching staff, TAs and lunchtime supervisors in ‘Positive behaviour Management’ strategies   | SENCo  | Training time<br>Training costs                      |  |                                     |
| <b>Physical and sensory</b><br><b>To improve access, progress and participation for children with physical and sensory needs.</b>                          | C<br>E<br>I | To adapt resources for children with visual impairment in order to meet individuals’ level of need.  | SENCO,<br>Specialist teacher/As sistant HT (T&L) | As necessary   |  | As necessar y -<br>Ongoing          |
|  |             | Specific guidance from VI/ HI/PD to appropriate staff  | SENCO<br>Specialist teacher                      | As necessary   |  | As                                  |

|  |  |   |                                   |         |  |  |
|--|--|---|-----------------------------------|---------|--|--|
|  |  | To ensure radio aid system is working in school for children using radio aid system | ToD advice and specialist support | Ongoing |  | necessarily-<br>Ongoing<br>HI<br>training<br>delivered<br>annually |
|--|--|---|-----------------------------------|---------|--|--|