

# HESWALL PRIMARY SCHOOL



## ACCESSIBILITY PLAN

Accepted 9.6.22  
To be reviewed 9.6.25

**HESWALL PRIMARY SCHOOL**  
**ACCESSIBILITY PLAN- 2022-2025**

*We believe that this Accessibility Plan is compliant 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.*

1. The Heswall School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan has been up-dated to reflect new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.
3. We are committed to providing a fully 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.
4. Heswall School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - 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.
  - 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 after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities Policy and objectives
- Staff Development handbook
- Health & Safety (including off-site safety)
- Disability Equality Scheme
- Inclusion
- Special Educational Needs
- Behaviour
- School Prospectus and Mission Statement/Ethos

8. The Accessibility Plan will be published on the school website.

9. The Accessibility Plan will be monitored through the Governing Body Curriculum Committee.

10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

Issue No: 1

Date Approved: 2022

Review Date: 2025

## Heswall Primary Accessibility Plan 2018-2021

### Improving the Physical Access at Heswall Primary School

Planning Area	Targets	Strategies	Timescale	Lead	Success Criteria
<b><u>Physical Access</u></b>	Provision of iPads and large screens to further improve access for children with visual impairments.	Extended resources for pupils with sight difficulty	2022-25	Deputy Head teacher	Pupils and staff with Vision impairments are able to see materials
	Provision for children with Social and Emotional conditions during the school day.	Create break out areas/safe spaces to help child remain calm and to before returning to lessons. Organise rooms for ELSA support	2022-25	Headteacher	Children that require social and emotional support are less anxious and ready to learn.
	Ensure lunchtime support for children requiring close supervision.	Small group of children have lunchtime support to help them remain calm and keep anxiety levels low.	2022-25 onwards	Headteacher	Children are less anxious in busy times leading to an improvement in behaviour.
	Provision for children with disabilities at lunch time	Provide the correct seating for children with disabilities.	2022-25 onwards	Headteacher	Children have adequate seating that supports their needs and can sit with peers (already happens)
	Improve paths around the school to remove trip hazards.	Ensure that grass is kept short, weeds are dealt with and areas of pooling water are removed.	2022-25	Headteacher	Paths have no trip hazards.

## Heswall Primary Accessibility Plan 2018-2021

### Improving the Curriculum Access at Heswall Primary School

<b>Planning Area</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Lead</b>	<b>Success Criteria</b>
<b><u>Curriculum Access</u></b>	Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements Increase in access to the National Curriculum. All differentiation is adapted into lesson plans.	Continuous	SENCO	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum
	Training for staff in the identification of and teaching children with Autistic Spectrum Disorder (ASD) and other specific learning difficulties.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Undertake an audit of staff Special Educational Needs (SEN) training requirements All staff attend appropriate training. Outreach provisions from external agencies.	Ongoing	SENCO/Headteacher	All staff have a wider knowledge of how to include children with SEN in the curriculum and all children with ASD are successfully included in all aspects of the school life. Specific Learning Support Assistant (LSA)s have taken part in Dyslexia and Speech and Language training
	Resources and provision for pupils with SEN and social, emotional and behavioural difficulties to help with their learning needs. Specific resources and sessions for children with ASD and behavioural difficulties.	Utilise Pets as Therapy dog/risk assessed school dog, to work with anxious children. Utilise weighted blankets and other sensory resources.	Continuous	SENCO	Pupils to have access to resources which will enable them to be included within the curriculum and support specific needs.
	All out-of-school activities are planned to ensure the participation of the whole range of pupils.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Continuous	SENCO/Headteacher	Increase in access to all school activities for all SEND pupils including children with SEMH and physical medical conditions.

	Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class areas. Lessons start on time as adjustments to accommodate the needs of individual pupils are in place.	2022-2025	Teaching and Learning Staff.	Increase in access to the New National Curriculum. Improve reading materials.
	Ensure all children on SEN register have a Pupil Centered Plan (PCP) or Health Care Plan in place.	Provision map is up to date and forms a key part of the planning and assessing process for all staff.	2022-25	SENCO	Pupils with SEN continue to be totally included in their learning of all curriculum areas. Provision maps in place and updated for individual children. PCPs are kept up to date and reviewed at times specified by the SENCO.
	Review of LSA deployment to support children with particular needs. Including the children with special educational needs and learning difficulties.	<p>Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.</p> <p>In review meetings with LSAs, establish priority of support for children with SEN and learning difficulties.</p> <p>LSAs to liaise with class teacher and SENCO for additional resources and training to meet the needs of the children they specifically work with.</p> <p>Training for LSAs to help them meet the needs of the children they are working with. Whether by SENCO or outside agencies. Safe-guarding children with disabilities training given.</p> <p>Training for teachers for effective use of TA staff.</p>	2022-25	SENCO Headteacher Deputy Head Teacher	<p>Children who need individual adult support to participate in some activities have access to this support.</p> <p>LSAs are effectively deployed to maximise impact.</p>

	<p>Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.</p>	<p>Employment of specialist support assistants with skills and expertise. Specialists are used to work with pupils or provide training for staff.</p>	<p>On-going</p>	<p>SENCO Headteacher</p>	<p>Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities. Specialised support and resources are used to meet the needs of children with a disability and special educational needs.</p>
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## Heswall Primary School Accessibility Plan 2022-2025

### Improving the Delivery of Written Information at Heswall Primary School

<b>Planning Area</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Lead</b>	<b>Success Criteria</b>
<b><u>Delivery of Written Information</u></b>	The school moves towards an electronic method of communicating to parents.	The school currently e-mails out newsletters and can text parents that have downloaded the eschools app. Continue to collect all parents' email addresses and not just one parent.	2022-2025	Office staff Headteacher	The school uses the 'Newsletter' facility that comes with the school website. This means that we can email all parents, drawing information from Scholar Pack
	Ensure website can be translated, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it. Survey will be used to gain parent/carer opinions.	Ongoing	Headteacher	Delivery of school information to parents and the local community improved. All school information available for all. Where there is a language barrier, work with MEAS to help organise translators.
	Availability of written material in alternative formats. The school will make itself aware of the services available through SEND advisory teachers for converting written information into alternative	The school will be able to provide written information in different formats when required for individual purposes	2022-25	Headteacher	Delivery of information to disabled pupils improved. Pupils with dyslexia have coloured paper / acetates to help reading.
	Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents/carers regarding the quality of communication.	2022-25 Information collected at each parents meeting	Headteacher	School is more aware of the opinions of parents and uses the information to improve services.
	Make available school information for parents/carers based on SEN and disability.	Provide leaflets for parents on a range of SEN and disability information in bases with current practices. E.g. How to help your child with reading at home with dyslexic tendencies. Awareness of disability training and information after DDA information from outside visitors.	2022-25	SENCO	Parents/carers will have a wider knowledge of SEN and disability needs and issues.