



HERITAGE HOUSE SCHOOL

ACCESSIBILITY PLAN

Approved by: [FGB]

Date: [February 2024]

Last reviewed on:

Next review due by: [February 2027]

Adapted from The Key

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.



Heritage House School is a special school for learners with severe, profound and complex disabilities. All learners attending the school have Education Health and Care plans. The school is focused on learning and we thrive on creating opportunities to develop the individual learner in all aspects of their education through specialized teaching and learning. The school provides a safe, supportive physical environment and has amazing provision over two sites for learners from 3 years to 19 years old.

The staff team consists of learning support assistants, therapists, a family advocate, learning coaches and teachers. Together with our admin & site team we aim to ensure the school continues to meet all the needs of our community at Heritage House School, working in partnership with our families.

Heritage House School puts the learner at the centre. Each learner has a personalised learning plan to support progress which considers the learners specific interests and diverse learning needs. Learners work within one of three pathways: exploratory, semiformal and formal, depending on their own learning style.

The Intent of the Heritage House School curriculum:

- provides holistic learning experiences which are personalised to meet the unique needs of learners
- provide a broad, balanced and relevant curriculum focussing on functionality
- uses learner interests and talents to provide exciting, motivating and engaging learning experiences
- is flexible in order to meet the needs of the diverse population within the school and matched to the individual needs of each learner
- develops confidence, high self-esteem and independence
- develops a respect for other people and the environment
- prepares learners for the opportunities, responsibilities and experiences in life beyond Heritage House School

Heritage House school is a Rights Respecting school and is currently working towards the Gold accreditation.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Insert information relating to any local authority (LA), trust or federation procedures here.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school].

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. Please read in conjunction with our school development plan.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for learners with a disability</p>	<ul style="list-style-type: none"> • Our school offers a specialised curriculum for all learners • School has appointed a creative curriculum lead • We use resources tailored to the needs of learners who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all learners, including those with a disability • Learners have personalized plans with learning foci effectively selected to support progress • The curriculum is reviewed to make sure it meets the needs of all pupils • Multi-disciplinary staff team • Comprehensive CPD offer including specialist teaching approaches. 	<p>We will improve the quality of education through</p> <p>a) a focus on learning to read and reading to learn.</p> <p>Supporting learners to read at home by providing advice to parents/ homework</p> <p>b) establish subject leads throughout the school to further develop subject knowledge</p> <p>c) continue to improve consistency in the use of evaluation, tracking and recording learners' progress</p>	<p>Further develop staff knowledge through CPD in teaching phonics. CPD to include phonics, Reading for all, Bug Club.</p> <p>Adapt Bug Club for needs of learners.</p> <p>Develop resources for teaching phase 1 phonics</p> <p>Hobbies @ Home initiative to develop targeted reading materials for use at home.</p> <p>Reading workshop for families</p> <p>Consult with teachers as subject leads</p> <p>Teachers and coaches to be supported to further refine personalised/curriculum planning, guided by formative assessment and summative data, so that strong progress is ensured for all learners</p> <p>Review curriculum and assessment policies.</p>	<p>SLT</p> <p>Teaching staff</p> <p>Creative Curriculum lead</p> <p>Family advocate and AHT/ Creative Curriculum lead</p> <p>Family advocate and AHT/ Creative Curriculum lead</p> <p>SLT</p> <p>Head and Creative Curriculum Lead</p>	<p>March 2024</p> <p>April 2024</p>	

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	<p>School has recently purchased 3 mobile interactive white boards, one for each phase.</p>	<p>We will improve the range and effectiveness of ICT facilities in our learning zones in terms of (a) making the most up to date and well-matched technology to learners needs and (b) ensuring everyone has the skills to use it, and is kept in good repair.</p>	<p>Laptops for learners and learners to have own usernames and passwords</p> <p>Create Learner drive on the server for learners to access</p>			
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of learners as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Automatic doors • Hoists • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Specialist furniture/ equipment 	<p>We will further develop how outdoor spaces are used to enhance the quality of education</p>	<p>Further develop outdoor space with a focus on outdoor therapy provision-ecotherapy</p> <p>LEAF will be upgraded to convert the area outside the dining hall and back of classrooms into useable outside play area.</p>			

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<p>Improve the delivery of information to learners with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations <p>Liaison with the specialist teaching service including HI, VI, MSI and Down Syndrome teams.</p>	<p>Develop the use of touch screen for learners with PMLD using specific apps on iPads.</p> <p>Review communication methods for learners who have been identified as Gestalt Language Processors</p>	<p>Each learner will also have a switch assessment, then provided with their own switch. Increase the amount of switch activated items to ensure learners have consistency, are motivated / engaged and have breadth of experience.</p> <p>CPD on Gestalt language processing</p>			

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board / committee name / governor name / the headteacher.

It will be approved by the governing board / committee name / governor name / the headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy