

## The Federation of Heathfield and St Francis Schools



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### STATUTORY POLICY

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## The Federation of Heathfield and St Francis Schools Accessibility Policy and Plan

Policy by: Rachel Weldon, Executive Headteacher

Date: June 2020

Signed:   
Chair of Governors: Chris Mouat

To be reviewed every 3 years.

### **Purpose**

We aim to:

- promote open and honest communication throughout the Federation and its wider community;
- set high standards and expectations for each child according to their individual needs and abilities;
- provide a holistic yet individual curriculum that supports the academic and personal development of each child through encouraging responsibility, independence, self-awareness and the skills to make positive choices;
- celebrate diversity by promoting personal, social, moral, spiritual and cultural development, encouraging creativity, and inspiring respect for themselves and others regardless of race, gender, age or disability; and
- continually develop a professional and approachable staff team who inspire confidence in the support given to pupils and their families across all areas of the Federation.

### **Access and School Policy and Procedures**

We adhere to the Equality Act of 2010 throughout all our policies and practice to ensure pupils can fully access learning and the school environment.

### **Access to the Curriculum**

We provide a differentiated National Curriculum. We ensure all pupils can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim.

To enable pupils to fully access the curriculum lessons are highly differentiated and take account of individual learning needs. Priority is placed on pupil participation, aiming for them to be as independent as is possible. Staff ensure clarity about the learning objectives of the lesson, class and individuals.

Good communication is supported by the use of total communication, including signing, symbols and visuals, and low and high tech communication aids. All pupils have access to appropriate computer technology.

Both schools have appropriately sized classrooms and a number of specialist rooms, e.g. ICT suite, music room, art room, sensory room, pool/hydrotherapy pool and food preparation room. We offer additional resources such as speech and language therapy, physiotherapy,

occupational therapy, sensory integration therapy, pastoral care work and behaviour support such as ELSA and Thrive to ensure that we meet the various needs of our pupils. We use adapted curriculum materials and sensory approaches for pupils with sensory impairments to help us ensure pupils can access learning materials and experiences.

As a federation we encourage independence in our pupils and strive to ensure that they experience full and rewarding lives. The Federation will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspector/advisors, and appropriate health professionals to ensure barriers to learning are reduced and enable pupils to reach their full potential within our context.

### **Access to the School Environment**

Both school buildings were built around the 1970s with additional external buildings and mobile classrooms being added at later dates. We have endeavoured to make reasonable adjustments to ensure any child or adult with a physical disability is able to access key areas of the schools' buildings.

The Federation will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### **Access to Information**

All information issued by the Federation aims to be user friendly. Newsletters and letters incorporate photographs and pictures. Signing and symbols (Communication in Print) are used throughout the school to support the pupils' communication, reading and understanding.

We encourage parents and professionals to take up the offer of having communications sent to them electronically.

### **School Access Planning**

We are committed to providing an accessible environment, including reasonable adjustments, 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.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain the following relevant actions.

- Increasing access for disabled students to the curriculum. This will include teaching and learning and the wider curriculum of the Federation such as leisure and cultural activities or educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improving access to the physical environment of the Federation. This will include improvements to the physical environment of each school and covers provision of specialist or auxiliary and physical aids to learning.
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include planning to make written information more accessible to taking into account the disabilities of recipients and their preferred formats.

Attached is an Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis or as necessary. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter

## Federation Accessibility Plan 2020 – 2023

1. Increase the extent to which disabled pupils can participate in the curriculum				
Target	Strategies	Success Criteria	Deadline / Lead Responsibility	Monitoring and Evaluation (annual)
To ensure pupils with physical disabilities and/or mobility difficulties can access off site activities along with their peers.	Key staff are to be trained to use the accessible minibus, to include: the removal of seats; use of tail lift; fixing wheelchairs securely and safely in the minibus.	All pupils who use a wheelchair or have mobility difficulties will be able to access off site activities through transportation on the schools minibuses.	By Dec 2020  MiDAS lead SLT – to monitor	
To ensure pupils with hearing impairment can access the curriculum.	Key staff, including BSL signers to be skilled in maintaining the smooth operation of specialist equipment and devices.	All pupils with hearing impairments will have equipment and devices fit for purpose.	Ongoing  BSL support staff  Relevant class teachers liaise with HITA	
To ensure pupils with speech, language and communication have appropriate methods of AAC.	Ongoing support and improvement by Federation TLR for ACC.  High-tech and low-tech provision in place matched to the pupils's communication needs.  Staff will be skilled in being communication partners.	All pupils will have a means of communication: <ul style="list-style-type: none"> <li>- Objects of reference</li> <li>- Aided language boards</li> <li>- Communication books</li> <li>- Symbols and PECS</li> <li>- Electronic symbol programmes</li> <li>- Makaton signing</li> </ul>	Ongoing  AAC lead Class teachers SaLT	

To ensure pupils with difficulties associated with an ASD diagnosis can access the curriculum.	Where appropriate pupils with ASD will have access to the following: <ul style="list-style-type: none"> <li>- Schedules</li> <li>- Structure and predictable routine</li> <li>- Work bay</li> <li>- Clear structured work</li> <li>- Simplified language</li> </ul>	All pupils with ASD (if appropriate) will be able to access the curriculum within the structures out in place.	Ongoing  Class teachers PAATHS trained staff SLT to monitor	
To ensure pupils who experience sensory processing difficulties can access the curriculum.	Staff will evaluate the sensory needs of individual pupils and in liaison with OT, devise a sensory diet to support the regulation of sensory difficulties.  This may include: adapting the environment; use of ear defenders; vestibular activity; massage; Tac Pac etc.	Pupils's sensory needs will be addressed and catered for, ensuring they are in an optimum place for learning.	Ongoing  Class teachers Liaise with sensory integration OT SLT to monitor	

**2. Improve the physical environment of the Federation to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.**

Target	Strategies	Success Criteria	Deadline / Lead Responsibility	Monitoring and Evaluation
To ensure pupils with physical disabilities or mobility difficulties can access both school sites with maximum independence.	Pupils to be provided with the appropriate equipment to facilitate maximum mobility.  Thoroughfares will be kept clear of clutter.	Pupils will be able to move around the school site with minimal support from adults and maximum opportunities for independence.	Ongoing  All staff	

	<p>Staff trained to support independence at key times such as toileting.</p> <p>Avoid key areas in school changing use, so the level of predictability can support independent transition.</p>			
To ensure the specialist hygiene rooms and toilet areas are accessible and promote independence.	<p>Hygiene rooms, changing beds and hoist areas to be clear of clutter.</p> <p>Pupils will be encouraged to be appropriately pro-active carrying out toilet hygiene routines, developing independence.</p>	Pupils will be able to access hygiene rooms, and have opportunities increase their independence skills in self-care.	Ongoing Class staff	

<b>3. Improve the availability of accessible information to disabled pupils</b>				
<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Deadline / Lead Responsibility</b>	<b>Monitoring and Evaluation</b>
To ensure pupils with speech, language and communication have appropriate methods of AAC, and therefore information will be accessible to all.	High-tech and low-tech provision in place matched to the pupils' communication needs.	All pupils will be able to access information, as appropriate to their communication needs.	Ongoing AAC lead Class teachers SaLT	