Heath Lane Academy's

Accessibility Plan

The following audit was undertaken By Scott Doughty and Baljinder Morrison on 08/12/2020

AREA	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES State short, medium- and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment of each school is adapted to the needs of pupils as required. This includes but not limited to: - Ramps - Lifts - Corridor width - Disabled parking bays - Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height - Internal signage - When carrying out refits of room ensure consideration is give as required					

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Car Park and Roadways	Good signage plenty of low curbs ramp access and yellow none-slip demarcation on all external steps in this area double doors have door guards on marked out yellow to stop doors opening on to others	To improve marking for access for all	Remarking of Car Park to be done in Yr. 1	Capital plans subject to approval	Summer 2021	Clear marked facility
Sports hall	Low threshold doors to all access doors from outside areas ramped access to sports hall, wide doorways. Toilets to be refurbed in YR2 if budget allows We have had disable groups have rent sport hall from us in past and we have held local disability sports previously held by H&B school partnership	Maintain good marking and quality of doors fixtures and fittings Toilet refit to accommodate accessible needs	Cost as required according to budget	Capital plans subject to approval	Summer 2022	Fully accessible facility for all users and community use
Theatre	Low entrance way Hearing loop available Low-level lighting clear signage	Keep these standards Ensure notice is taken on capacity of theatre when accommodating wheelchairs on lower level not to exceed capacity	Ensure maintenance is appropriate to usage of area	site	Ongoing	Fully accessible facility

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Dining halls	Ramps / lifts / wide doorways yellow demarcation lines on steps clear signage	Maintain standard	Ensure maintenance is appropriate to usage of area	site	Ongoing	Fully accessible facility
External doors	Yellow demarcation line in place for change of heights	Maintain these as required There is a need to think about call point outside of HLA main reception as the door is not powered and bell is inside lobby area.	Ramps would need to be give consideration if needed	Site	Ongoing	Fully accessible facility
Internal stairs	Yellow / various colours are used for demarcation rear stairs need to be re done at next refit of	Maintain standard	At next refit improve stair noses to be visual to VI pupils.	Capital / site	2022	Fully accessible facility for students
Corridors to classrooms	All protruding equipment painted / marked in different colours to give clarity low thresholds from corridors to classrooms	Maintain standard	None at present		Already done	Fully accessible facility for all users
Library	Low threshold clear signage	maintain	We would need to address this area if needed	Capital / Academy See curriculum	??	
Floor coverings	None-slip is installed in toilets and appropriate area's	Ensure all refits are suitable for area's needs colored stair nosing etc. are covered in specification briefs	fire exit stairwells are to be improved as access points at next refit of areas	Capital	2022	

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Student / Staff Toilets	Fully Accessible toilets on ground floor in main building and on first floor in main building. All toilets across site are covered by CCTV and open plan boys / girls staff have access to toilet on first floor as well as ground floor none-slip floors bright well light individual stalls full height doors to each cubical	Upstairs student toilet to refit Yr2	Ensure the refit accounts for accessibility needs	Capital	Yr. 2 2022	
Grounds access	Ramps slopes and flat access to the whole ground is all around site yellow demarcation on level changes on steps and entrance ways to all external doors. Flat access to astro turf for ease of access. All drain covers in grass areas are marked to stand out. Tennis courts are accessible to all users having flat/ sloped access paths easy access to toilets in sports hall along sloped pathways	Maintain / improve access as medium term targets	Keep yellow marking clear and up to date	Site / capital	Yr. 3 2023	Well maintained facility

Accessibility Plan Curriculum

AREA- Access for Pupils with communication and interaction needs	CURRENT GOOD PRACTICE Include established practice and practice under development	*OBJECTIVES short, medium- and long-term objectives*	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
ASD	We have strong links with Autism Outreach (AO), a Leicestershire organisation supporting schools and families and children with ASD. They have done 1:1 work with students and friendship groups with KS3 ASD students JCO / SMI have completed Level 3 Autism training	Short-term: to identify training needs of whole school staff. Medium-term: to deliver Tier 1 training to school staff. Long-term: all school staff including support staff are Tier 1 ASD trained (including new staff). Some staff to be trained in Tier 2 ASD.	SENCO to organise training with the ASD service provider SENCO completes an audit to ensure that all staff are trained in Tier 1 and some in Tier 2 ASD.	SENCO/CPD coordinator	JUNE 2021	All staff have a Tier 1 qualification to support pupils with ASD to make educational progress in line with their peers. Identified staff to have a Tier 2 qualification to support pupils with ASD to make educational progress in line with their peers. New staff receive the training as part of their CPD so that pupils' needs can be met in and out of the classroom.

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External agencies	We have good links with Leicestershire Educational Psychology Service, Autism Outreach, ADHD Solutions, ADHD nurse, school nurse and the Hinckley and Bosworth Education Partnership who provide in school support and AP for students. Pre-Covid, we had links with AP at an alternative Special School for students with ASD	SENCO is aware of the needs of the pupils and makes referrals when needed to external agency to meet the needs of pupils with additional needs

Arrangements are in place so that students can access external support to meet their emerging needs.

Pupils with additional needs receive support so that they can fully access the curriculum and extracurricular activities. | SENCO to make referral to relevant external agency | SENCO | Ongoing | Forecast data shows that pupils with additional needs have the support needed to make expected progress in line with their peers.

Timetables for pupils with additional needs show that the curriculum offer has not been narrowed and is considered broad and balanced when reviewed by SLT/TMAT. |

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Timetables	Students with SEND who have alternative pathways have their own timetables and they are supported in following these. We do not allocate the majority of SEND interventions in the space of mainstream lessons, apart from DI. Most interventions take place during Prep or before and after school	By using visual timetables pupils can support their own learning and develop independence. Pupils upskill their organisational skills to develop independence for post-16 education.	Identified pupils have a visual timetable which is laminated. Progress coach/SENCO will go through the timetable to ensure that the pupils know the different symbols and where the classroom is situated. Any changes will be fully communicated with the pupil.	Learning support team/SENCO	Ongoing	Pupils with additional needs know which lessons they have and develop independence skills.

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Communication	We have good communication around the needs of SEND students and use Pupil Passports, as well as SIMS link all-important information. We deliver regular whole school training to staff on the highest profile SEND students. We also update in weekly whole staff and pastoral briefings!	To deliver training on good practice strategies for all staff so that teachers understand the different methods to motivate a range of learners.

Teacher access and employ methods of communication appropriate to pupils' need to support progress.

Long-term: Approaches are used to develop emotional literacy to support pupils progress in and out of the classroom. | SENCO to deliver relevant training/CPD | SENCO/CPD coordinator | September 2021(change as appropriate) | All teachers are equipped with the skills to plan and deliver lessons that ensure all pupils with additional needs can make appropriate progress in line with their peers. |
| Sensory | We have a sensory audit that we use for students with ASD. Covid 19 has impacted some of our strategies around sensory support | To ensure that the learning environment is suitable to meet the pupil's sensory needs.

To make the appropriates changes to limit sensory issues. | SENCO to delivers relevant training/CPD.

SENCO to share pupil passport with teaching staff for pupils with additional needs. | SENCO | Ongoing | Pupils with sensory needs make appropriate progress in-line with their peers. |

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Consistent use of positive language	We adhere to HLA 4 Rules of behaviour in the classroom, STAR SHAPE, and have non-verbal cues and cue cards for students with SEND.	To build pupils' self-confidence. Pupils develop the confidence to contribute in lessons so that teachers can check learning. All staff use positive language, including support staff.	Teachers use positive language with all pupils to create a positive learning environment for all.	All staff	Ongoing	Pupils with additional needs demonstrate confidence and are fully taking part in all their lessons. Pupils with additional needs are confident to ask for help when needed.
Social and emotional language development.	We have some basic sessions for ELS and have non-verbal cues and cue cards for students with SEND / ASD.	Pupils have opportunities to develop strategies to support their emotional and social language needs.	PSHCE curriculum is developed to incorporate social and emotional learning language development strategies.	PSHCE coordinator	By September 2021	Pupils display emotional and social resilience in challenging circumstances with the recommended strategies. Pupils can use strategies to minimise behaviour incidents.
Clear/unambiguous use of language	As well as the aforementioned non-verbal cues and cue cards for students with SEND / ASD, we have also had pastoral training on de-escalation strategies and language	Staff to use scaffolded language so that pupils can access learning. Time is provided for pupils to process language (thinking time).	CPD training is arranged.	SENCO/CPD coordinator	Ongoing	Learning walks and classroom observations show teachers adjusting language to suit the needs of all pupils.

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ICT equipment	Students do have access to reading pens, and mainstream ICT, but this is definitely an area for development. Students become used to and even reliant upon certain aspects of ICT support in Primary school that we do not facilitate when they come to us.	Ensure ICT access is appropriate for pupils with disabilities. To ensure that all pupils including those with additional needs have access to relevant IT equipment.	Review accessibility of ICT in all buildings (including surface tablets & interactive whiteboards) Involve pupils in review of hard & software. Prioritise new software to purchase to support pupils with additional needs. Train Progress Coaches in the use of Communication in Print.	ICT Coordinator & SENCO	September 2021	Pupils with additional needs have access to an ICT room and IT equipment.

Learning environments	We have a designated SEND classroom in the pastoral Hub, which is well resourced and suited to meet the needs of all of our SEND students. However, use of this classroom has been impacted by Covid and the fact that students cannot cross bubbles.	To create effective learning environments for all pupils including those with additional needs. To utilise pupil feedback to improve learning environment access. To create visually supported learning environments in line with pupils needs. To create reasonable adjustments to alleviate visual stress for pupils with additional needs.	Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Disability information is shared with staff through the weekly newsletter.	All staff Teaching & Learning Focus Group and SENDCo	September 2021/ Ongoing	Pupil voice shows that pupils with additional needs feel that the learning environment is accessible and inclusive.

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			Seek feedback from disability groups using the facilities to inform changes. Seek feedback from outside agencies such as IDS, primary school Teaching Assistants and Local Authority.			

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Participation in school activities	SEND students at HLA have equal access to additional extra-curricular activities to their non-SEND peers. Indeed, there are actually many additional activities, such as Literacy support, handwriting club and friendship groups etc that are only available to SEND students.	To support pupils with additional needs to access all extracurricular activities through identified support.	Audit participation in extra-curricular activities and identify any barriers. Ensure school activities are accessible to all students. Link with local special school (Oakwood) e.g. Boccia, football. Training needed on risk assessments for trips and extracurricular activities. Risk assessment conducted for extracurricular activities to ensure the offer is inclusive for pupils with additional needs.	Principal to agree budget for additional resources to support pupils needs as needed Extracurricular coordinator /SENCO	Summer 2021	There is an increase in the number of pupils participating with additional needs accessing extracurricular activities.

Curriculum	All students have access to a full knowledge rich curriculum. However, some students with SEND identified for the DI programme do miss some MFL and Humanities lessons at KS3 in order to develop their literacy skills with the intention that this will support them in better accessing their other subjects with improved literacy skills. We have delivered training on making the knowledge rich curriculum more accessible to students with SEND and produced top tips as to how teachers can differentiate their Knowledge Organisers etc. There is still work to be done around personalised learning aids and differentiation for students who do struggle.	To maximise learning through a five-year knowledge rich curriculum that build on knowledge year on year. To promote positive attitudes to disability through learning opportunities, Scaffolded Curriculum, pertinent to pupils' level of attainment or development –through presentation and /or outcome To ensure that students can present knowledge / views in a variety of ways from the taught knowledge rich curriculum To provide accessibility to personalised learning aids such as word banks, number lines, memory prompt, etc. To ensure collaborative working opportunities to improve curriculum access for pupils. To encourage teachers to use repetition and reinforcement of skills to improve progress for pupils with additional needs.	SENCO to work in collaboration with teaching and learning lead in supporting scaffolding the Knowledge rich curriculum to ensure accessibility for pupils with additional needs. SENCO to deliver training on teaching and learning best practice. SENCO/Progress Coach to share pupil passports so that all staff are aware of the needs of pupils in their class. SENCO to join and support working groups to ensure that pupils with additional needs are represented in discussion	SENCO/Teaching and Learning lead/Focus groups	Ongoing	The curriculum offer for pupils with additional needs shows that the curriculum offer has not been narrowed and is considered broad and balanced when reviewed by SLT/TMAT.

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		Teacher adapt a range of learning preferences to support pupils with additional needs in teaching and learning in the classroom.				
Reading	We have excellent reading support through the use of Accelerated Reader which we use to track, monitor and identify students reading progress. The importance of this as a diagnostic tool, cannot be praised enough, and we would be lost without it. It is especially useful in identifying students who need targeted interventions.	To ensure that reading material is at an appropriate level so all pupils can access the material teachers scaffolding where necessary.	SENCO to work in collaboration with teaching and learning lead in supporting scaffolding reading material to ensure accessibility for pupils with additional needs.	SENCO/Teaching and Learning lead/Reading Lead	Ongoing	Lesson observations and lesson drop-ins show that curriculum implementation at a classroom level allows pupils with additional needs to access the lesson and resources when reviewed by SENCO/HODS/SLT/TMAT.

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Assessment		To ensure that learning concepts are understood and demonstrated in formative assessment. To ensure that pupils are aware of the next steps in learning and how to achieve them through constructive feedback from teacher. Teachers to generate methods to summarise and highlight key teaching points to support pupil progress. Teachers to use questions differentiated in accordance to level of understanding and emotional needs to support teaching and learning in the classroom to enable progress.	SENCO to work in collaboration with assessment lead to evaluate teaching to support staff in meeting the needs of pupils with additional needs. Teachers are supported with CPD training from SENCO to meet the learning needs identified from assessments	SENCO/Teaching and Learning lead	Ongoing	Pupils with additional needs marked work and verbal feedback allows them to move forward with their learning so that pupils with additional needs make progress in line with their peers.

AREA- Access for Pupils with Social, Emotional and Mental Health needs	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES short, medium- and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Classroom management.	We have a number of strategies such as Key Workers, Mentoring, School Counsellors, Progress Coaches and so on that support students with SEMH outside of lessons. WE have excellent safeguarding team and protocols. There are some strategies such as Time Out Cards that are well embedded and used appropriately by most students who are allocated them.	To provide pupils with adult directed time out and time away strategies to regulate and calm themselves. Teacher will use strategies to recognise sensory needs and make appropriate adjustments for pupils with additional needs School staff will use consistent positive language to improve and encourage pupils to follow the school behaviour policy through self-regulation to decrease number of negative behaviour logs.	Pupils passport are shared to reflect need of pupils with SEMH. SENCO/CPD deliver training in supporting pupils with SEMH needs. School behaviour policy reflects the strategies that are recommended as good practice.	SENCO/Progress Coaches	Ongoing	Pupils with SEMH have a reduction in the number of reported incidents as they are able to self-regulate. Pupil voice shows that pupils are able to express their concerns to adults in the school.

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Pastoral	At HLA, the SEND staff, the pastoral and Safeguarding teams, all have excellent communication and links and we triangulate information around students with SEMH. We have delivered in-bubble training around some students with SEMH to ensure that staff are aware of the wider picture around these students and know better how to approach them. As mentioned, we have also had training on de-escalation strategies.	Teachers and support staff deploy strategies to motivate a range of learners to improve pupil progress. Pastoral staff will use class and school mediation strategies to enable pupils to self-regulate so that pupils have decrease number of lesson removals.	SENCO to develop strategies of positive language and share with whole school staff.	SENCO/All Staff	Ongoing	Whole school data shows a decrease in the number of reported negative logs for pupils with SEMH.

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Communication	At HLA some staff use positive regular communication with parents/carers to improve relationships in supporting pupils with additional needs. Pastoral staff and SENCOs and Progress Coaches work well to communicate effectively with parents. We have had some feedback from parents that parents of SEND students would want more reports sent home.	School staff use positive regular communication with parents/carers to improve relationship in supporting pupils with additional needs. The school utilise a consistent approach to the use of positive language to encourage positive behaviour and relationships to support pupil progress.	SENCO to develop strategies of positive language and share with whole school staff. School policy reflect the use of positive language. SENCO to contribute to school policy to reflect needs of pupils with additional needs.	SENCO/All Staff	Ongoing	Parent voice for pupils with additional SEMH needs shows a positive attitude to their child's education and towards the support systems in school. Pupil voice for pupils with additional SEMH needs shows a positive attitude to school in supporting their SEMH needs. Whole school data shows a decrease in the number of reported negative logs for pupils with SEMH.

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Whole School strategies	We have a very good rewards system for students to collect merits and gain awards. One area of development is that this is not always applied consistently, and we have analysed that SEND students are disproportionately sanctioned compared to their non-SEND peers. We have delivered some training and support to staff on this to try and reduce the number of sanctions.	The school has an identified personalised rewards and sanctions – including motivators for pupils with SEMH to support personal behaviour and progress for pupils with additional SEMH needs. The school develop a clear policy of consistent use of positive language to improve pupil confidence. Solution focused approaches are used to improve progress for pupils with additional SEMH strategies.	School staff develop a range of opportunities to support social and emotional development which is shared with all school staff. The school develop a clear and behaviour policy which is shared with all staff. A whole school strategy is shared and incorporated by all staff to improve communication with all pupils. A whole school approach is developed for emotional literacy and shared with all staff.	SENCO/All Staff/Focus groups	Ongoing	Pupil voice for pupils with additional SEMH needs shows a positive attitude to school in supporting their SEMH needs. Whole school data shows a decrease in the number of reported negative logs for pupils with SEMH.