



Heritage Park School

Accessibility Policy

2024-2025

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Heritage Park vision and values

Respect, Acceptance, Kindness, Tolerance, Learn, Achieve

At Heritage Park we strive to create a nurturing environment built on positive and effective relationships which will instil in our students the belief that they are deserving of care, respect and love.

This will empower them to demonstrate acceptance of themselves so that they can show kindness, tolerance and understanding.

Students will learn and grow so they can achieve their aspirations and make a positive contribution to society.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil may face.

Schools cannot unlawfully discriminate against pupils based on sex, race, disability, religion or belief, and sexual orientation.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) states that children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
 - have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and
 - are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Under the 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.

Aims of the Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. The accessibility plan also links with the School Development Plan.

The purpose of the plan is to:

1. Increase the extent to which disabled pupils can participate in the curriculum.
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
3. Improve the availability of accessible information to disabled pupils.

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

Our Commitment to Equality and Inclusivity

Discrimination based on colour, culture, origin, sex, or ability is unacceptable. Every adult will further this objective by upholding the values of Heritage Park School. Pupils will be encouraged to do the same.

Our primary objective is to educate, develop, and prepare pupils for adult life, regardless of their sex, colour, culture, origin, or ability. Equality means treating people fairly, with respect, and having regard for their rights and wishes. We recognise that every pupil has different circumstances, and we want to provide an opportunity for all our pupils to reach their potential. Sometimes this means providing extra help so everyone has the same chances and can reach an equal outcome.

Heritage Park School will observe how well it helps all pupils to make progress, especially those whose needs, dispositions, aptitudes, or circumstances require additional support.

Heritage Park will take steps to prevent disabled pupils from being treated less favourably. These include:

- Reasonable adjustments: Ensuring disabled pupils are not at a disadvantage. This includes providing additional support, specialist equipment, or modifying teaching methods.
- Accessibility Planning: Schools are required to plan for accessibility improvements. This involves creating an accessibility plan that outlines how they will improve access to the physical environment, the curriculum, and information for disabled pupils.
- Training and Awareness: Staff training is crucial to ensure that all school staff understand the needs of disabled pupils and how to support them effectively.
- Inclusive Policies and Practice: The development and implementation of policies and practices that promote inclusion and prevent discrimination. This includes flexible uniform, suitable exam arrangements, and providing access to safe spaces.
- Auxiliary Aids and Services: We provide auxiliary aids and services, such as assistive technology or additional staff support, to help disabled pupils access the curriculum.

These steps help create an inclusive and supportive environment for all pupils.

Our school values of respect, acceptance, tolerance and kindness promote equality and diversity. We value the acceptance of others, so our curriculum promotes diversity and inclusion. Respect, tolerance and kindness are promoted through a rich personal development curriculum and relational practice.

Our school has developed its inclusive practices to ensure all recommendations within a pupil's EHCP are considered.

Please see below the list of inclusive practices modelled at the school:

- Unconditional Positive Regard
- Relationship approach and the use of PACE
- Restorative approach
- Trauma aware approach
- Attachment aware
- Nurture approach
- Team Teach
- Working within the social discipline window
- Lessons are accessible to all learners to overcome barriers to learning by scaffolding and adapting learning, visual support and resources
- Small teaching groups
- Consistent member of staff attached to a particular group
- Emotionally available adult
- Self-regulation opportunities e.g. timetable and structure of the day
- Building self-esteem through the use of specific praise, rewards, achievements
- Meet and greet
- Collection of pupils from homes if transport is an issue
- Pastoral support
- Providing opportunities for pupils to engage in a wealth of enrichment activities
- Staff awareness of barriers to education for a particular subject
- Boxall profiling
- Annual review process including Extended Support Plans
- Alternative curriculum for pupils who are not able to access full day classroom education
- Local authority outside agency support
- Curriculum offer
- Individual pupil pathways
- Unravel Emotional Behavioural Psychology
- Technology
- Regular parental contact

Staff Training and Partnerships

Our school is 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.

The school follows the Sheffield LA policies surrounding Equality and Diversity.

The Physical Environment

The building, built in 2005, is designed to be fully accessible. The entrance is a ramped area, and a lift within the building allows users to access the upper floors. Disabled parking bays are clearly marked for staff and visitors. We aim to improve and maintain access to the school's physical environment, adapting our environment to meet the needs of our pupils as necessary. The accessibility plan for physical accessibility covers areas such as:

- Practicality and ease of movement around the building and grounds: entrances, corridors, stairs, furniture, equipment, pathways, gates, fencing.
- Toilets and changing facilities.
- Access to specialist equipment and furniture.
- Signage.
- Transport and car parking.

The Curriculum

We aim to support all our students to develop a greater understanding and acceptance of themselves as positive individuals with a value that goes beyond school. With a nurturing environment and positive relational practice at our core, we will create a safe space where children feel part of the 'family', a space where they feel cared for and can be accepted for who they are.

We will be relentless in our pursuit of ensuring our pupils achieve their maximum potential.

We aim to increase access to the curriculum for pupils with disabilities to ensure they are prepared for life. This covers teaching and learning, the school's wider curriculum such as participation in sport, leisure and cultural activities or visits, and the provision of specialist aids and equipment to assist pupils in accessing the curriculum.

All staff are responsible for meeting the needs of individual students within their class, as required by the SEND Code of Practice.

Decisions are taken individually on how best to support students to access the curriculum. Support may be provided in various ways, which may include, but is not limited to:

- Input from external agencies
- Provision of ICT
- Adaptation of teaching materials and resources
- Consideration of special exam access arrangements if appropriate, in line with statutory guidance linked to access arrangements from JCQ, the DfE, and individual exam boards.

Arrangements will be made to support individual students in accessing activities such as extracurricular clubs, interventions or school trips. We will also consider issues based on individual needs that may affect the participation of disabled pupils, such as the administration of medicine, and the provision of personal care. As a school, we strive to create opportunities for pupils to understand and accept their own neurodiversities as well as those of their peers.

We will ensure that staff access training and Continuing Professional Learning Development (CPLD) to support their understanding of how to meet individual student needs.

Monitoring arrangements and availability of the accessibility plan

This accessibility plan is reviewed every 3 years, in line with statutory requirements. However, it may be reviewed and updated more frequently if deemed necessary.

The accessibility plan will be published on the school website, and a paper copy will be available on request from the school office.

We aim to include a range of stakeholders in the ongoing development of this accessibility plan, including pupils, parents, staff, and members of the IEB. We will also consult with outside agencies as appropriate.

Complaints Procedure

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.

The complaints procedure is published on the school website: www.heritagepark.sheffield.sch.uk

Alternatively, you can contact the Head of School, Jake Bower on 0114 2796850.

The Accessibility Plan

Aim	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
<p>Increase access, engagement and participation in the curriculum.</p>	<p>Pedagogical necessities in place and referred to as part of QA process.</p> <p>All staff are trained in delivery of RWInc and Fresh Start. Phonics interventions established.</p> <p>Strong professional relationships established with various external agencies.</p> <p>Incorporation of diverse reading materials in the curriculum.</p> <p>Access to interventions including Unravel, counsellor, DJ, Forest School.</p> <p>Emotional regulation support from the pastoral team. And class staff with small class sizes.</p> <p>Inclusive approaches embedded.</p> <p>Trauma aware approach.</p>	<p>Teaching and learning to lead on the identification of areas of weakness and target CPLD to address gaps and improve teacher knowledge.</p>	<p>AH to deliver or source training that addresses these gaps in teacher knowledge.</p>	<p>AH overseen by KC</p>	<p>Summer 2025</p>	<p>Identified gaps in teacher's knowledge are addressed and CPLD delivered.</p>

	<p>Behaviour Policy.</p> <p>Access to sensory tools and resources to support engagement.</p> <p>Adaptations to the timetable to support pupil need, including transitional timetables</p>					
		<p>Training and implementation of new maths intervention.</p>	<p>Maths Lead Teacher to deliver training to staff on new maths interventions.</p>	<p>CW</p>	<p>Spring 2025</p>	<p>Staff will feel confident using the intervention and supporting pupils to use it.</p>
	<p>Clicker 8 and Docs Plus whole school license purchased. Key staff have attended training and are part of a city-wide network.</p>	<p>Use of Clicker 8 and Docs Plus to be embedded across the school.</p>	<p>AH, DH, GS to access further training via Learn Sheffield and Crick Software.</p> <p>Attending relevant network meetings, led by Emma Stevenson, Citywide SENCO.</p>	<p>GS/AH/DH</p>	<p>Summer 2026</p>	<p>Staff and pupils will be confident and competent in using Clicker 8 and Docs Plus (as relevant).</p>
	<p>Sensory assessment tool created for Heritage Park.</p>	<p>Incorporate newly created sensory assessment tool in our APDR cycle.</p>	<p>OT to deliver further virtual training with a newly identified group of staff.</p> <p>All class-based staff and pastoral team members should be trained in sensory processing theory and practice to</p>	<p>GS to oversee</p>	<p>Summer 2025</p> <p>Summer 2026</p>	<p>All class-based staff and pastoral team members should be trained in sensory processing theory and practice to support the use of both the movement room and gym to support regulation.</p>

			support the use of both the movement room and gym to support regulation.			
Improve and maintain the physical environment of the school building and grounds.	<p>Maintenance of walkways and play areas in school.</p> <p>Regular checks to ensure they are free from moss, leaves and debris.</p> <p>Regular checks of grounds and building.</p> <p>Clear systems in place to ensure pupils safely enter and leave the building, filtering of taxis, communication systems etc.</p> <p>Creation of the movement room as a protected space to engage in sensory circuits and regulating movement.</p>	Ensure all areas are safe and walkways and paths are clear.	<p>Ongoing checks and work to ensure safe access inside and outside the school.</p> <p>Landscaping – including removal of foliage and hedges that present a risk.</p> <p>Fencing to be adapted to improve access to the school grounds for all pupils.</p> <p>Mag locks fitted to external doors to ensure easy access to key areas of school.</p>	Building supervisor	Ongoing	Pupils, staff and visitors can move safely around the school building and grounds.
		Ensure all children feel safe and involved at unstructured times.	High supervision levels – duties adhered to, and processes followed.	All staff	Ongoing	All pupils feel safe and can engage in an activity they enjoy at unstructured times.

			<p>Staff to feedback as part of pupil review any pupils who may not be involved or who may need alternative activities.</p> <p>Expand our lunchtime club offer.</p>	SLT and MLT		
		<p>Ensure safe movement of all pupils at key transition times is as safe as possible.</p>	<p>Any issues should be shared as part of pupil review or sooner, if necessary.</p> <p>Regular reviews by key staff to ensure systems and processes for pupils entry and exit of the school are safe, appropriate and adhered to.</p>	<p>All staff</p> <p>SLT and pastoral team</p>	Ongoing	<p>Key transition times are safe and orderly. No accidents or near misses.</p>
<p>Improve the access and delivery of written information to pupils and parents</p>	<p>Widgit used in most classes</p> <p>More complex information followed up with phone calls.</p>	<p>Improve use of Widgit through further staff training for new staff.</p> <p>Ensure its use is embedded across the school – displays, resources, signage etc</p>	<p>Ensure its use is embedded across the school – displays, resources, signage etc</p>	SLT	Ongoing	<p>As appropriate, written signage is accompanied by a visual.</p> <p>Resources and displays incorporate the use of visuals.</p>

	<p>Use of texts to parents.</p> <p>Use of translator and/or Google translate for parents who require written information to be translated.</p> <p>Parents are invited in or are contacted over the phone who may need support completing forms.</p>					
		<p>Ensure communication to parents and key documentation is accessible for parents.</p>	<p>Expectations with regards to communication with parents is shared with all staff.</p> <p>Audit and identification of key policies and documents that require adaptation.</p> <p>Provide information in preferred formats where possible:</p>	<p>SLT and admin staff</p>	<p>Ongoing</p>	<p>Documentation uses clear, concise language and is accessible to parents.</p> <p>Parents are provided with the appropriate format of a document they require.</p> <p>Parents feel informed through parental voice gathered.</p>

			<p>either digitally or in print.</p> <p>Provide alternative formats when needed, e.g alternative languages, larger text.</p> <p>Incorporation of images, icons and diagrams etc</p> <p>Use of jargon-free, clear and concise language.</p> <p>Encourage parent and pupil feedback on communications.</p> <p>Explore the use of school apps.</p>			
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