

# Accessibility Plan 2025 – 2026 Headcorn Primary School



**This plan has been developed by the School Business Manager, in consultation with the Head Teacher, the SENCo and other staff. It is publicly available on the school website.**

Approval Body:	Resources & Personnel Committee
Approval Date:	13 <sup>th</sup> January 2026
Signed Chair of Resources & Personnel Committee:	J Keeler
Signed Head Teacher:	S Symonds
Date for review:	January 2027

# Headcorn Primary School Accessibility Plan

## 1. Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person has a disability 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 carry out normal day to day activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

**Physical Facilities** – address any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents/carers and visitors.

**School Curriculum** – include our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.

**Support Services** – access to services within and external to the school to support families where a disability is identified.

**Awareness** – building awareness of staff through training and development and heightening children's awareness of issues related to disability.

**Communication of Information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil, parent or carer identified as having a disability.

## PHYSICAL FACILITIES

### Process for Identifying Barriers

- Premises, Health & Safety action planning following site inspections
- Recommendations from users of the school
- 'Needs review' for new pupils through discussion with the Head Teacher and SENCo or liaison with KCC Inclusion Service
- Pupil Progress meetings and SEN Review meetings for pupils with barriers to learning such as additional and special educational needs and disabilities

### Summary of Progress to Date in Last Three Years

- Persons identified to facilitate evacuation of pupil with high level of disability in case of fire or other need
- Toilet seat adaptors bought for Year R and Year 1 toilets and visitors' toilet
- Steps bought for Year 3/4 toilets and handrail installed
- Portable toilet seat frame bought for toilets
- Secure seats bought for lunchtime use in hall for children who require this support
- OPAL resource sheds available to support lunchtime Outdoor Play and Learning provision
- Refurbishment of Glennie House (including refurbishing Nurture Room, staffroom, toilet block refurbishment, suspended ceilings, new heating system, new flooring, stud wall)
- Refurbishment of the toilet blocks near the main hall
- On-going improvements to existing school buildings to support future two-form entry
- Replacement of doors and windows to Glennie building
- Development of Year 1 outdoor area to include covered walkway
- Disabled toilet in Bevan building extended and refurbished into a care suite with ceiling hoist and changing plinth
- Wheelchair accessible ramps created in Bevan building from fire exits/classrooms to outdoor areas
- New library hut and intervention space used throughout the day including lunchtimes
- Quiet area continuing to be developed to provide a Forest School learning space
- Creation of an additional nurture space in Bevan building called the Oasis
- New fire door on alcoves in Bevan building main hall

### Objectives for Improvement 2025 – 2026

*Support for funding for the capital costs of this type of provision will come from School Access Initiative funding to be made available to individual schools or groups of schools as appropriate to address any particular access needs of individual children or groups of children with these types of disability.*

- An additional new intervention space to provide group learning opportunities and a creative activities space for lunchtimes
- Further development of Forest School areas

### Monitoring of Plans

This plan to be monitored through by Resources & Personnel Committee, Head Teacher, SENCo and School Business Manager

## THE SCHOOL CURRICULUM

### Process for Identifying Barriers

- Monitoring of class teaching, learning support (QFT) and impact on progress
- Pupil Progress meetings, Key Stage meetings and PEP reviews
- EHCP, Personalised Provision Plan and SEND Reviews
- Recommendations from users of the school
- Discussion with and recommendations from parents/carers and external agencies
- Governor visits and virtual update meetings
- Pupil Voice and Termly Leuven Scales Data
- 'This is Me' meetings held to identify pupils needs and create 'Needs Summaries' for individual pupils where appropriate.

### Summary of Progress to Date in Last Three Years

- Additional FLO employed to support family liaison, attendance and nurture
- More robust outdoor education programme being provided as part of our curriculum

- A range of support programmes accessed and staff training for either individual or groups of staff and linked equipment and toolkits purchased, e.g. Speech & Language, Attachment, Diabetes, PEG feeding, ASD, Nurture, Working with Reluctant speakers, Sensory difficulties, Social, Emotional, Wellbeing, Clicker 8, Precision Teaching etc.,
- Staff training on SEN and medical conditions (ongoing in response to changing need)
- A range of curriculum support equipment purchased to support access, e.g. standing desks, special seat cushions, chair bands, coloured reading overlays, dyslexia friendly white boards etc.,
- Alternative methods of recording for pupils (where writing is not the learning objective) such as Clicker 8, Talking Tins, Seesaw (Use of QR codes)
- Implementation of Precision Teaching
- Purchase of new resource 'Hamish and Milo' – a comprehensive range of Social emotional Learning (SEL) and SEMH intervention programmes with an innovative impact dashboard – to further support the planning and delivery of Nurture interventions as well as providing three meaningful impact measures, including pupil voice.
- Development of lunchtime provision through OPAL (Outdoor Play & Learning) to support teamwork, play, address behaviour challenges and have a positive impact on social progress and improve afternoon learning (moved from Objectives to Actioned)
- Continued development of Parent Teacher Conferences (PTCs) SENCO and FLO/Nurture Teams available at PTCS for parent/carer clinic drop ins
- Member of staff has completed Forest School Training and has begun leading sessions in afternoons. All children, across each school year, will have the opportunity to attend Forest School.

#### Objectives for Improvement 2025 – 2026

- Bespoke curriculum is reviewed regularly to ensure it meets the needs of all pupils
- Curriculum progress is tracked for all pupils including those with SEND and other vulnerabilities
- Targets are set effectively and are appropriate for pupils with SEND and additional needs
- Curriculum resources are tailored to the needs of the pupils who require support to access the curriculum
- Pupils' wellbeing is supported to ensure barriers to learning decreased or addressed
- Introduction of Interim Assessment Report to Parents
- Continued development of monitoring the impact of interventions
- Continued development of Assessment reporting and monitoring
- Further member of staff trained to lead 'This is ME' meetings, providing more capacity.
- This is Me review meetings embedded in order to measure impact and plan next steps for individual pupils.

#### Monitoring of Plans

This plan to be monitored by the Head Teacher, SENCo and Inclusion Governor attached to the Curriculum & Learning Committee

### SUPPORT SERVICES

#### Process for Identifying Barriers

- Outcomes of Pupil Progress meetings, EHCP, SEND and AEN Review meetings and-PEP reviews
- Advice from external agencies including Surgeries with our SENIA and Link STLS teacher, Family Neurodiversity Team, Link EP etc.
- Identified needs of pupils and parents/carers through discussion, observation, recommendations and staff meetings
- Weekly Inclusion / DSL meetings to discuss needs and any concerns, future provision, improving offer
- Meetings between parents/carers, pupils, Head Teacher, Deputy Head Teacher, SENCo, FLO
- Outcome of 'This is Me' meetings

#### Summary of Progress to Date in Last Three Years

- Working collaboratively with multi-agencies
- Drawing on the support of other professionals including for example the Local Inclusion Forum Team, Educational Psychologists, Specialist Teachers, Community Paediatricians, Speech and Language specialists, Occupational Therapists, Physiotherapists, Counselling services, Early Help Services and Social Services
- SENCO and FLO signposting parents/carers to support groups or services as applicable, e.g. ASD support groups, Dyslexia support, School Nursing, Bereavement services, Early Help etc.
- Nurture Practitioner not classed based and also employed as an Assistant FLO
- Increase in in-house support groups for Social, Emotional and Mental Health

- Counselling service bought in for identified pupils
- Occupational Health and return to work interviews
- Speech and Language support bought in to help assess, monitor and train
- Therapy Dog now available to support pupils
- Use of Zones of Regulation across the school
- Indoor 'Calm Corner' available for quieter lunchtimes for pupils
- Whole School Approach to Nurture
- Use of translator device for EAL pupils with no or little English
- Play Therapist one morning a week
- Behaviour Mentor TA employed to support children's behaviour needs and support and upskill staff
- SENCO trained to complete 'This is Me' meetings and referrals to new Family Neurodiversity Team
- Whole school training by the Trauma-informed Schools team
- Engagement with the Kent Wellbeing Project: RAW (Raising Attainment with Wellbeing)

#### Objectives for Improvement 2025 – 2026

- Training Plan to introduce Nurture strategies for TAs
- Weekly meetings lead by Behaviour Mentor with TAs to increase
- Continue to develop new links with emerging agencies as the local authority network narrows due to reducing financial resources
- Increase expertise through training and partnerships to manage more support issues in-house as demand increases
- Implementation of This is Me initiative
- Implementation of the new Balanced System
- Implementation of 'Community of Schools' model and named linked support practitioners.
- Training of two members of Inclusion Team (FLO and Behaviour Mentor TA) with TISUK Diploma

#### Monitoring of plans

This plan to be monitored by the Head Teacher, SENCo and Key Stage Leaders

### AWARENESS

#### Process for Identifying Barriers

- Observations of learning, pupil comments
- Feedback from pupils, parents/carers, staff and visitors
- Curriculum and provision review
- Feedback from external agencies

#### Summary of Progress to Date in Last Three Years

- Awareness of disability and fair access for all is addressed through diversity in PHSE Education
- Broader range of pupils with disability and SEN in school has widened pupils' experience
- Curriculum resources include people with disabilities
- Visit from PEG feeding specialist for a pupil
- Specific assemblies to increase awareness
- Fundraising initiatives (e.g. Jeans for Genes Day, Children in Need, Breast Cancer Kent, Slide Away)
- The SENCo attends AEN briefings, Countywide SENCO forums, local SENCo Forums and LIFT meetings
- The school website has been updated
- Twitter, school website and Headcorn Headlines are used to promote awareness of support networks and information talks for families
- September 2023 – Termly Inclusion Newsletters – raising awareness of particular conditions as well as signposting parents and carers to further support and services available
- The Year 6 Transition Working Group for primary to secondary transfer project has been agreed and the SENCO initiating its implementation.
- Harvest Festival now collects items to support Salvation Army
- Thrive training for all staff Sept 2022 INSET
- Training on use of WIDGIT Online
- Training on application of Zones of Regulation
- Whole School Approach to Nurture Programme
- Whole school De-escalation Training – 20<sup>th</sup> February 2023
- Whole school training by the Trauma-informed Schools team – 2<sup>nd</sup> September 2025

- Engagement with the Kent Wellbeing Project: RAW (Raising Attainment with Wellbeing)
- SENCO attending Community of Schools meetings and liaising with new link practitioners; Educational Psychologist, NHS Speech and Language, STLS

### Objectives for Improvement 2025 – 2026

Continue to address different aspects of disability through assembly themes and stories

- Continue to use the school website and Headcorn Headlines to promote awareness of support networks for families
- Develop a parent/carer support group
- Continue to develop opportunities for parental engagement and partnership through events such as Preparing your Child for School, Phonics Awareness, Preparing your Child for Transition, Divorce, Separation and Bereavement, E-safety etc.
- Focus Group across all stakeholders regarding Trauma-informed Schools implementation and development

### Monitoring of Plans

This plan to be monitored by the Head Teacher, SENCo, Inclusion Governor and Diversity Governor attached to the Curriculum & Learning Committee

## COMMUNICATION

### Process for Identifying Barriers

- Feedback from pupils using Pupil Voice questionnaires, various pupil led school councils.
- Feedback from parents/carers and other stakeholders including the PTFA, by PTCs, AEN & SEN review meetings, discussion, email and questionnaires.
- Inclusion events for parents such as guest speakers, Coffee Mornings/Afternoons and themed sessions.
- Feedback from external agencies
- Pupil Progress meetings and PEP reviews

### Summary of Progress to Date in Last Three Years

- Scopy now covers the majority of families with only one family at time of writing now requiring hard copy communication to access school email communication
- Changes to how learning information is shared with parents/carers
- New school website design
- Headcorn Headlines provides a clear and concise weekly update to parents/carers and staff
- Weekly Head's bulletin to all staff provides clear plan for the week ahead
- Regular Inclusion events hosted and an increasing number of parents attending each session.
- A regular Inclusion Newsletter for parents/carers signposting support services and access to support in-house as well as externally
- Weekly Inclusion / DSL meetings take place to triage and addressed children/families of concern or that require/request support

### Objectives for improvement 2025 – 2026

- Continue to ensure that written information normally provided by the school will take account of pupils' disabilities and parents'/carers' preferred formats and will be made available within a reasonable timescale. This will be decided with the parent's/carer's permission and adjustments will only be made if this meets the needs of the individual and improves the accessibility to the curriculum.
- To continue to work closely with parents/carers to ensure two-way communication as the school has now doubled in size
- Make more use of parent/carer questionnaires/surveys to gather information and parent/carer voice

### Monitoring of plans

This plan to be monitored by the Head Teacher, SENCo, FLO and School Administrator