



Little Heath School

School Accessibility Plan

Policy Adopted on: February 2022
Next Review Date: February 2025

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Chair of Governors)
(Interim Head Teacher)

School Accessibility Plan

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1. Introduction

The School Accessibility Plan has been constructed with reference to national and local guidance. Access lies at the heart of practice at Little Heath School.

Our school vision encourages everyone to achieve their full potential within a supportive structure; to learn, grow and achieve together.

Our SEN information report and Inclusion Policy has a clear statement on our views.

The actions from the School Accessibility Plan are interwoven throughout our SDP.

IMPROVING: ACCESS TO CURRICULUM

	Action Plan	Strategy	Time Frame	Monitoring
1.	To provide ongoing program inset/ professional development days - to improve staff skills in giving access for pupils.	<ul style="list-style-type: none"> • Prepare a planned program (consultation/ analysis) of training needs • Update SDP from review of SEF • Continue to provide Literacy intervention through analysis of data and highlighting pupils who require additional support. • Identify pupils who require catch up from COVID and provide support through the NTP. • Provide training for teachers on Curriculum and Assessment Framework. • Provide specialist strategies for delivering of Intensive Interaction, PECs, Using objects of reference. 	<p>Ongoing 2022-2025.</p> <p>Further needs to be identified annually.</p>	Reviewed SDP process.
2.	To embed and consolidate TEACCH and communication across the day.	<ul style="list-style-type: none"> • Provide on-going CPD to consolidate previous knowledge in 'Communication across the day' for new and existing teachers and LSA's. • Provide structured Teaching workshop for teachers looking at different pedagogy approaches. • Sharing good practice TEACCH activities and structured play. • Provide opportunities for teachers to plan for communication opportunities in their daily planning. • Provide training for staff to increase the use of PECs and AAC throughout the day through class training and modelling by the SaLT. 	Annually and during directed time.	-SaLT -Class staff -Senior Leadership Team.
3.	To continue developing curriculum and assessment framework to ensure all pupils' needs are met and progress is actively tracked.	<ul style="list-style-type: none"> • To review the Pre-formal curriculum and assessment structure. • To facilitate accredited learning in-line with the new curriculum. • Update curriculum and assessment policies. 	September 2023	-Senior Management. -Team -Teachers

IMPROVING: THE PHYSICAL ENVIRONMENT				
	Action Plan	Strategy	Time Frame	Monitoring
1.	To improve security and safety.	<ul style="list-style-type: none"> • Supply and fit LED lights and bulbs. • Fencing made higher and replace fencing in certain areas of the school – see maintenance plan. • Permanent Fire drill line. • Review On-call system. • Fit new Fire doors. 	See Maintenance Plan.	Senior Leadership Team Governors
2.	Autism friendly environment.	<ul style="list-style-type: none"> • Provide blinds to new classrooms. • Environment walks to ensure staff are following the NAS criteria. 	On-going.	SLT
3.	To audit the outside play areas and have a rolling program of development safe and stimulating play areas.	<ul style="list-style-type: none"> • Phase 1: Adventure playground – logs rotting, stump removal and replacement. • Phase 2: Soft fall areas in playgrounds / ovals to be maintained. • Phase 3: Soft area to be covered in artificial grass. • Phase 4: Review maintenance of Exercise area. 	October 2023	Senior Leadership Team Governors SDIP
4.	Develop Personal Learning Centre for pupils who find the classroom environment prohibitively Challenging.	<ul style="list-style-type: none"> • Revamp old storage by the pond area into 6th form tuck shop. • Horticultural classroom to become a second sensory room. • Incorporate magic table equipment into existing sensory room. • To review Zoom sensory experiences. 	By January 2024	Senior Leadership team. Governors

IMPROVING: ACCESS TO WRITTEN INFORMATION				
	Action Plan	Strategy	Time Frame	Monitoring
1.	To further review communication and contact with parents, with special consideration of families where English is not the first language.	<ul style="list-style-type: none"> • Translation of key documents. • Translators for EHC meetings and phone calls for parents who are EAL. 	On-going.	SENCo KS leaders
2.	To update website and make it more parent- friendly.	Review and check new website is fit for purpose.	On-going.	SDP process IT Manager Head teacher Governors.