



Heelands School Accessibility Plan

At Heelands School, we are proud of our inclusive ethos and practice which ensures that all of our pupils play a full part in school life and are supported to achieve their potential. Where barriers exist, we make every effort to identify and support pupils and families to overcome them whether within the environment, resourcing or our pedagogical approach. We are proud to have been recognised by the local authority as an example of good practice in supporting pupils with extreme and profound needs and to have hosted visits from other Milton Keynes schools to share this work.

Accessibility Environment

The school site is flat, one storey and is fully accessible for pupils with physical needs. Access to the playground and the school field is by ramp or steps. The Forest School area is fully accessible from but one pathway to it could be improved and will be part of the next action plan. The courtyard area has an old, uneven surface and different levels within it and is also part of the next action plan.

Curriculum

All pupils have full access to the curriculum, pupils are named on teacher planning and their support identified. Current successful practice includes:

- Visual timetables in all classes and some pupils have individual versions
- Now and next boards
- Behaviour support cues including reward systems, for class and individuals
- 'Teacch' system in place
- Visual cards carried by staff
- Objects of reference
- ASD friendly work area
- Personalised learning stations

- Staff trained in ASD, ADHD, Downs Syndrome, Drawing and Talking, Play Therapy and Makaton
- Flexible timetabling eg pupils with sound sensitivities go to lunch earlier, pupils enter and leave via different doors
- Personalised interventions
- Off-site facility used for sensory exploration
- Classroom resources eg wobble cushions, chewable objects, sensory boxes, busy boxes, reading rulers, coloured overlays
- Communication books and PECS
- Laptops used in all areas of the curriculum
- Close working relationship with LA Specialist Teaching teams, SALT, specialist provision schools, SENDCo liaison group

Communication and information

A range of communication tools and strategies are used to overcome communication difficulties (see Curriculum section above) and specialist intervention and training for staff employed. Our open door policy supports parents who are able to drop into school if they have any queries and our SENDCo has time to support parents and families as she is non-class based. The SENDCo supports parents to access advice, to complete paperwork for EHCPs and other formal assessments, to arrange visits to other provision and to access training and support.

Action Plan 2018-2021

Implementation	Timescale	Personnel	Resourcing	Success Criteria	Monitoring
Environment					
Replace paving in EYFS courtyard	Aut/Spr 18/19	HT/SBM/ SM	£25k	Easy access around courtyard, H&S for pupils improved	Gov C&E comm
Improve accessibility to ForestSchool <ul style="list-style-type: none"> • Clear overgrown hedge and create pathway 	Aut/Spr 18/19	HT/SBM/ SM Landscape co	£500	Pathway clearly evident Access clear from all directions	Gov C&E comm
Curriculum					
Continue to develop staff expertise in language development: <ul style="list-style-type: none"> • Inset day training from SALT 	Aut/Spr 18/19	SENDCo HT SALT team	CPD budget	Staff knowledge and confidence improved Staff have clearer focus for intervention work	HT Gov C&E comm

Develop Tacpac programme through: <ul style="list-style-type: none"> • One staff member trained • Cascade programme principles to staff 	Spr/Sum 19	SENDCo HT/DH	TBC	Pupil anxieties reduced leading to improved behaviour and progress	Gov C&E comm
Communication					
Continue to develop expertise in non-verbal communication strategies: <ul style="list-style-type: none"> • Review and cascade good practice • Develop resource bank 	Spr/Sum 19 and ongoing	SENDCo HT/DH	Staff Meeting time	Staff confidence and expertise improved	Gov C&E comm
Develop vocabulary and sentence structure of oral language in FS: <ul style="list-style-type: none"> • Cascade work from LIP project • Train staff on LIP programme 	Aut 18 ongoing	SENDCo HT/DH	HT time	Intervention pupils show gains in vocabulary acquisition Enjoyment of books enhanced Confidence in speaking improved	Gov C&E comm