

Accessibility Plan

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Principal.

Heart of England School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Heart of England School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that the school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This plan should be read in conjunction with the Schools special educational needs policy which outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives which explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum

- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The School curriculum is regularly reviewed by the Principal and Senior Leadership Team to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the School to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential.

Heart of England School believes that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality and provide support for all learners. Heart of England's curriculum seeks to:

- Provide suitable learning challenges
- Meet the diverse student learning needs
- Remove the barriers to assessment and learning

OBJECTIVES

Provision for students with SEND is a whole school matter with all members of the school community. In line with the new Code of Practice, Heart of England School will:

- Identify and address the SEND of the pupils we support
- Use our best endeavours to ensure that a child with SEND gets the support they need
- Ensure that all students with SEND are offered full access to a broad, balanced and Appropriate
- Provide a curriculum that sets high expectations for every student whatever their prior Attainment
- Provide for the individual needs of all students with SEND and ensure they progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education
- Designate a teacher responsible for the coordinating of SEND provision, our SENCO

CONTEXT

A child is defined as having a SEND need if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in

learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action each school within the Trust needs to take to support students in mainstream education. It is not to fit students into specific categories.

IMPLEMENTATION

The overall aim is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Enabling identified students with SEND to reach their full potential.
- Enabling successful transition of SEND students from their previous educational establishment and beyond their life in the school.
- Providing high quality teaching that is differentiated to meet the needs of every individual.
- Removing barriers to achievement and seeking to meet the needs of the individual.
- Arranging specialized provision to meet the needs of groups with low-level achievement.
- Making reasonable adjustments to enable all SEND students to join in the activities of the school together with students who do not have SEND, as far as is reasonably practical.
- Providing a provision of targeted support for students with SEND e.g. Pastoral Managers, Autism Lead Teacher, Learning Support Assistants, ATLAS Centre and SENCO.
- The quality of teaching students with SEND and progress will be closely monitored by the SENCO and support provided by the Leadership Team.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Regular monitoring of the progress and development of all students throughout each school.
- Following a comprehensive and structured approach to ASSESS – PLAN – DO – REVIEW.
- The opportunity for students to attend meetings and give their views on their education and its planning.
- Ensuring that appropriate staffing and funding is in place for students with SEND.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the School's SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of all plans.

We aim to ensure that the needs of students with SEND are identified early through assessment and appropriate provision made to meet their needs by:

- Identification of the primary area of need from the four broad categories of: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health needs and Sensory and /or Physical needs
- Regular, careful monitoring of students' progress
- Differentiation of learning opportunities according to students' needs to help them make progress

- Making additional and/or different provision for students who have been identified as not making adequate progress
- Recognising students' strengths and areas for development and involving them in activities in school in order to help them develop as individuals
- Involving parents/carers/guardians and students working in partnership with the school

SENSORY AND PHYSICAL NEEDS

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- Completion and ongoing review of a sensory audit
- Personalised sensory audits completed with students
- Access to lifts and accessibility ramps within and around the school building
- Appropriate seating for students
- Adaptations to the physical environment of the school where necessary
- Adaptations to school policies and procedures
- Provision of tactile and kinesthetic materials as a resource to reduce anxiety or sensory overload
- Access to low vision aids and equipment
- Access to specialist aids, equipment and/or furniture
- Access to an alternative calm space within the school
- Regular and frequent access to specialist support from outside agencies

REASONABLE ADJUSTMENTS

The School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that barriers to learning are removed.