

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 curriculum
- 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 OF THE POLICY

The overall aim of this policy 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, Pastoral Support 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 this policy.

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:

ITEM	AREAS	RECOMMENDATION	Target Status
1) SITE PLAN: BUILDINGS AND GROUNDS			
1.1	Approach to school	Remind parents through Parentmail, newsletters and other publications to park responsibly at pick up and drop off times and not to access the school site without for pick up and drop off. Complete school access risk assessment. Work with the Local authority regarding access to buses on Gipsy lane	On going annually
1.2	Reception	Ramp and automatic doors (IP).	Complete
1.3	Main Block	Access to upper floors via lift. Students with mobility impairment have ID cards enabled to activate lift. Maintenance programme for lift (IP). Where floor levels vary migration between levels is enabled by stair lift on Ground Floor and on first floor between Main Block and Leveson Block. Register of pupils with mobility difficulty maintained by Senior First Aider MG	Mobility register updated as required
1.4	Main Entrance Door	Review Signage	Complete
1.5	Main staff Car Park	Mark out pedestrian walkways around site and re-visit signage. Access to Main car park restricted to staff, visitors and 6 th Form (IP). Designated Disabled Parking spaces marked out. (IP)	Complete
1.6	Sports Hall Car Park	Consider fitting ramp outside emergency exit of Main Hall leading into Sports Hall car park	Summer 2021
1.7	External Ramps and Steps	Site Manager ensures all external ramps, steps and pedestrian walkways are kept clear of obstacles, with emergency lighting in place and procedures to address snow and ice as required. Handrails in place along all ramps (IP).	Ongoing
1.8	Stairwells	Stairwells free from obstruction. Rails (IP). Highlight the start and end of each staircase and handrails Metal stairwell ground floor access: renew hazard warning tape for landing which is at head height.	Ongoing
1.9	Wayfinding and Signage	Review external and internal signage on a regular basis as part of H&S walkthrough. Incorporate tactile signage as appropriate.	Termly

1.11	Hampton Block	Lift operational and under service contract. (IP)	Complete
1.12	Leveson Block	Access to 1 st floor for mobility impaired via bridge chair lift and lift in Main Block (IP) Service contract IP	Complete

- 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:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

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.



ACCESSIBILITY PLAN FOR HEART OF ENGLAND SCHOOL

ITEM	AREAS	RECOMMENDATION	TARGET STATUS
1.13	Enterprise Block	Evac chair located on 2 nd floor. Lift operational and under service contract. (IP) Site team H&S Officer and designated members of staff trained in Evac Chair use.	Complete
1.14	Entrances and exit points	Door closures regularly checked to ensure functionality and to ensure the right level of force is needed to open or close them.	Ongoing
1.14	Kitchen	Magnet to be fitted to rear door of kitchen	Summer 2019
2) TEACHING & LEARNING			
2.1	Specialist Mobility Equipment	Specialist wheelchairs, walkers and orthopedic chairs available as required. Chairs with lumbar support and arm rests available as required. Local Authority physical disability team regularly visit to assess need and provide A&G.	Ongoing.
2.2	Classroom and Facilities	In specialist rooms there are facilities available for pupils in wheelchairs such as height adjustable chairs and lower working areas etc.	Complete
2.3	Teaching & Learning equipment	Dyson sticky mats, specialist rulers etc. available as required. Food tech rooms assessed by physical disabilities team and specialist equipment purchased. Hearing impaired team regularly visit and guidance issued to staff on the reasonable adjustments needed in classrooms. All Depts have SEND representative to share best practice and enhance access as required	Ongoing
	P.E.	SENCO working with PE providing A&G for visually impaired and hearing impaired. E.g purchase of brightly coloured football for visually impaired.	
3) COMMUNICATION			
	Website		
	Care Plans	Care Plans and medical details regularly updated and shared via secure area on U Drive. Senior First Aider maintains hard copy of Care Plans in secure location in Reception. Subject to review in summer 2019 following departure of MG	Ongoing
	SEND Information	SEND information is available un staff U Drive. In addition advice and guidance regularly issued to staff in response to changing needs, new arrivals and routine updates.	Ongoing
	PEEP's	Updated annually by H&S Officer and SENCO.	Ongoing

	Mobility impaired	Senior First Aider maintains register of pupils with mobility impairment. Succession planning on going	Complete and ongoing
4) TRAINING			
	Safeguarding	Provide staff annual child safeguarding training including Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2015 updated 2016)	Complete and ongoing
ITEM	AREAS	RECOMMENDATION	TARGET DATE
	First Aid	Register of First Aid qualified staff maintained and updated termly. First aid rota available in medical room	Complete
	Epipen	Whole staff training	Complete
	Fire Marshal	H&S Officer and designated members of staff have received training. List of fire marshals in Fire Management Plan	Ongoing
	Evac Chair	Site Team, H&S officer and designated members of staff have received training	Complete
	ASD	ASD Lead person (IP).	Complete
		All Depts have SEND representative to share best practice and enhance access as required. SENCO provides training as required	Complete
	Dyslexia	Dyslexia and ASD training (IP)	Complete
5) EDUCATIONAL VISITS			
	Educational Visits	EV Leaders make every effort to choose suitable venues to include pupils with SEN	Complete

Signed by:

Principal _____

SENCO _____

Governor _____