



## **1 INTRODUCTION**

- 1.1 Heart of England Trust (The Trust) is committed to providing an environment that enables full curriculum access whilst valuing and including all stakeholders, regardless of their needs, without discrimination.
- 1.2 The Equality Act 2010 replaced all existing equality legislation. The impact of this is that the Trust cannot lawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation. According to the Equality Act 2010 a person has a disability if:
- They have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- 1.3 The Accessibility Plan is a statutory document and must be reviewed every three years. It must be approved by the Trust Board, an individual or the Principal.
- 1.4 This plan should be read in conjunction with the Trust's special educational needs policies SENPP-01-SEND and SENPP-05-SEND Offer which outline the provision that the Trust has in place to support students with special educational needs and disabilities (SEND), and the Trust's publication of equality information and objectives which explains how we ensure equal opportunities for all students on roll. Increased access to the curriculum, physical access to the trust, and access to information are particularly important to students with SEND, and this accessibility plan provides an outline of how the Trust will manage this part of the SEND provision.
- 1.5 Under the remit of the Equality Act 2010, provision should be made for all students 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 student's development.

## **2 ROLE OF TRUST BOARD AND COMMITTEES**

- 2.1 The Trust is committed to providing an environment that enables full curriculum access, that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- 2.2 The Trust is 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.
- 2.3 The Trust has adopted this accessibility plan, in line with the Trust's special educational needs policy, with the aim of ensuring that the Trust:
- Is socially and academically inclusive,
  - That all students have access to a full curriculum,
  - That all students are appropriately challenged.
- 2.4 The Trust believes that all children with a 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. The Trust's curriculum seeks to:
- Provide suitable learning challenges,



- Meet the diverse student learning needs,
  - Remove the barriers to assessment and learning.
- 2.5 The Trust's curriculum is regularly reviewed by the Principal and Senior Leadership Team to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.
- 2.6 It is the aim of the Trust to ensure that all resources and SEND provisions are being used effectively and efficiently within the Trust's setting in order to support the taught curriculum and enable students to reach their full potential.

### **3 ROLE OF PRINCIPAL AND SENIOR LEADERSHIP TEAM**

- 3.1 The Principal must designate a teacher responsible for the coordinating of SEND provision, the Special Education Needs and Disabilities Co-ordinator (SENDCo).
- 3.2 The Principal and the Senior Leadership Team (SLT), in particular the SENDCo, are responsible for the implementation of this policy (see section below).
- 3.3 Under SEND all Trusts 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, the Principal and SLT should be aiming to:
- Any pupil, staff member or visitor with impaired mobility can access the entire building.
  - Improve the environment for learners with sensory differences across the site.
  - Improve the physical environment of the Trust, increasing the extent to which disabled students can take advantage of the education and associated services provided by the Trust,
  - Improve the delivery of all information to disabled students.
  - Ensure CPD is embedded across the year for identified need such as Tourette's, ASD, Sensory difficulties, and attachment disorder to help raise staff awareness as well as provide useful strategies to utilise within the classroom.
  - Teachers will use Arbor, EduKey, the Register and SEND School to help inform them of students' SEND.
- 3.4 Students with SEND will be given access to the curriculum supported by the Trust's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

### **4 OBJECTIVES**

- 4.1 Provision for students with SEND is a whole Trust matter with all members of the Trust community. In line with the new Code of Practice, the Trust will:
- Identify and address the SEND of the students we support,
  - Provide the best support possible 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,
  - As much as is possible, 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 as much as is possible 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/carers to enable them to make an active, empowered, and informed contribution to their child's education,

## **5 CONTEXT**

- 5.1 A child is defined as having a SEND need if they have 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.
- 5.2 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 the educational facilities generally provided by Trusts for children of the same age, within the same area.
- 5.3 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.
- 5.4 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.

## **6 IMPLEMENTATION OF THE POLICY**

- 6.1 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 Trust,
  - 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 Trust 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 SENDCo,
  - The quality of teaching students with SEND and progress will be closely monitored by the SENDCo, 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 Trust. 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 Trusts SEND provision and Inclusion overall,
- Involving the full Governing Body in the future development and monitoring of this policy.
- Identification of the primary area of need from the broad categories of:
  - Communication and Interaction,
  - Cognition and Learning, Social,
  - Emotional and Mental Health needs,
  - Sensory needs,
  - 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 the Trust in order to help them develop as individuals,
- Involving parents/carers/guardians and students working in partnership with the Trust.

## **7 SENSORY AND PHYSICAL NEEDS**

7.1 The Trust 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 Trust,
- Adaptations to the Trusts 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.



ITEM	AREAS	RECOMMENDATION	Target/Status
<b>1. SITE PLAN: BUILDINGS AND GROUNDS</b>			
1.1	Approach to school	Remind parents through Arbor Communications, newsletters, and other publications to park responsibly at pick up and drop off times. The front school gate is locked before and after exit times to reduce opportunity for risk. Work with the Local authority regarding access to buses on Gipsy lane	On-going annually
1.2	Reception	Ramp and automatic doors.	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 Where floor levels vary migration between levels is enabled by ramp/stair lift on Ground Floor and stair lift on first floor between Main Block and Leveson Block.	PEEPs contain details of all students who have mobility difficulties
1.4	Main Entrance Door	Review Signage	Ongoing - last review August 2023
1.5	Main staff Car Park	Mark out pedestrian walkways around site and re-visit signage. Parking access to Main car park restricted to staff, visitors and 6 <sup>th</sup> Form with special needs. Designated Disabled Parking spaces marked out.	Ongoing because of wear and tear. Signage checked August 2023.
1.6	Sports Hall Car Park	Consider fitting ramp outside emergency exit of Main Hall leading into Sports Hall car park	Under review
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.	Ongoing. This is part of day-to-day maintenance.
1.8	Stairwells and corridors	Stairwells and corridors 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. New tape on order.	Ongoing. This is day to day maintenance.



ITEM	AREAS	RECOMMENDATION	Target/Status
<b>1. SITE PLAN: BUILDINGS AND GROUNDS</b>			
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 Last completed August 2023
1.10	Hampton Block	Lift operational and under service contract.	Ongoing. Lifts need constant repair and maintenance.
1.11	Leveson Block	Access to 1 <sup>st</sup> floor for mobility impaired via bridge chair lift and lift in Main Block Service contract	Complete



**8 REASONABLE ADJUSTMENTS**

8.1 The Trust 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.

ITEM	AREAS	RECOMMENDATION	Target/Status
<b>1. SITE PLAN: BUILDINGS AND GROUNDS</b>			
1.12	Main Block (formerly Enterprise Block)	Evac chair removed from 2 <sup>nd</sup> floor on advice of Citation Fire Risk Assessors. Guidance is currently to use lift or access stairs with extra care and supervision, if lift inaccessible. We do not have wheelchair bound staff/students, so this is feasible. Lift operational and under service contract.	Complete Autumn 2022
1.13	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/Security to be fitted to rear door of kitchen	Autumn 2023
<b>2. TEACHING &amp; LEARNING</b>			
2.1	Specialist Mobility Equipment	Specialist wheelchairs, and orthopaedic chairs available as required. Chairs with lumbar support and arm rests available as required. Local Authority physical disability team regularly visit to assess specific students' needs and provide A&G.	Ongoing.
2.2	Classroom and Facilities	In specialist rooms there are facilities available for students in wheelchairs such as height adjustable chairs and lower working areas etc.	Complete
2.3	Teaching & Learning equipment	Dycem 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
2.4	P.E.	SENDCO working with PE providing A&G for visually impaired and hearing impaired. e.g., purchase of brightly coloured football for visually impaired.	



ITEM	AREAS	RECOMMENDATION	Target/Status
<b>3. COMMUNICATION</b>			
3.1	Website	Updated regularly by Marketing and Communications Manager	Ongoing
3.2	Care Plans	Care Plans and medical details regularly updated and shared on Arbor. Medical Officer maintains scanned copies of Care Plans on Accident Book, with hard copies in medical room.	Ongoing
3.3	SEND Information	SEND information is available on Arbor, EduKey, the Register and SEND School in staff U Drive In addition, advice and guidance regularly issued to staff in response to changing needs, new arrivals, and routine updates. Medical information relating to SEND learners is passed on the medical officer.	Ongoing
3.3	PEEPs	Updated annually by Compliance Officer, with the support of tutors and SENDCo.	Ongoing
3.4	Mobility impaired	PEEPs indicate students with mobility impairment.	Ongoing
<b>4. TRAINING</b>			
4.1	Safeguarding	Provide staff annual child safeguarding training including Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2015 updated 2016) Acknowledgement of KCSIE is recorded on Citation Safety Cloud.	Ongoing (annual basis).
4.2	First Aid	Register of First Aid qualified staff maintained and updated on Citation Safety Cloud. First aiders listed on window of First Aid room.	Complete
4.3	Auto Injector (Epipen) and Asthma awareness	Solihull school NHS nurses provide annual remote AutoInjector and Asthma awareness training, which staff are encouraged to access	Ongoing
4.4	Fire Marshal	All staff are given Fire Marshall training via Citation Safety Cloud. This is refreshed every 2 years.	Ongoing
4.5	Evac Chair	The Evac Chair has been securely stored out of sight. See 1.12	Complete
4.7		All Depts have SEND representative to share best practice and enhance access as required. SENDCo provides training as required	Complete
4.8	Dyslexia	Dyslexia and ASD training (IP)	Complete





ITEM	AREAS	RECOMMENDATION	Target/Status
<b>5. EDUCATIONAL VISITS</b>			
5.1	Educational Visits	EV Leaders make every effort to choose suitable venues to include students with SEND needs.	Complete

## 9 AUTHOR

- 9.1 The authors of this policy is the Assistant Principal – Vulnerable Groups and the Assistant Principal - SEND. They should be contacted for any points of clarification or suggested future amendments.

## 10 VERSION CONTROL

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