

## **Hospital Education Service**

### **ACCESSIBILITY POLICY**

This document is reviewed every 3 years as per guidance

<b><u>Approved/Reviewed by</u></b>	<b><u>Sharon Cutler (Head of Service)</u></b>
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## Key staff involved in Accessibility planning process

Role	Name(s)
Head of Centre	Sharon Cutler
SENDCo	Kay Griffin

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## I. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The HES Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information and its purpose is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- All pupils at the Hospital Education Service are encouraged, valued and accepted equally.
- All pupils with special educational needs and disabilities have access to the curriculum.
- Every teacher is an effective teacher of pupils with special educational needs and disabilities.
- That we acknowledge the valuable contributions made by pupils and their parents/carers.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, and maintains links with services such as:

- Educational Psychology Service (including CCSP)
- CAMHS (Including the Eating Disorders Team)
- Neurodevelopment
- Social Services.
- Grapevine
- Family Hub workers
- Rise

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

TARGETS		CURRENT GOOD PRACTICE	ACTIONS NEEDED FOR DEVELOPMENT	PERSON RESPONSIBLE/ DATE BY	SUCCESS CRITERIA
SHORT TERM OBJECTIVES	To ensure all pupils can access the curriculum at HES in line with SDP Priority 4: Develop learners to become confident, decisive, resilient to setbacks and who know how to study effectively.	<b><i>HES offers a bespoke, personalised curriculum for all pupils, with staff fully aware of pupils' needs</i></b>	Externally facing Year 11 data outcomes data published on HES website including groups of learners and yearly trends	Senco, Sept 24	All learners make progress in a curriculum designed to give them the knowledge to succeed in life.
		<b><i>HES staff use resources tailored to the needs of pupils who require support to access the curriculum. Pupils are baselined for reading using NGRT, subject (*exceptions for individuals entering engagement pathway on 1:1 where appropriate) within initial 6wk period with HES.</i></b>	Service appointed Literacy Lead Jan 24 to extend personalised approach and interventions for early readers identified on entry and via progress measures. Impact reported to Governors June 2024.  Data stored securely as per policy.	Head teacher – June 24	Impact report on Literacy Lead role June 24.
		<b><i>Curriculum resources include examples of people with disabilities.</i></b>	Displays and resources monitored by subject leads to ensure diversity is represented	Subject Leads - ongoing	
		<b><i>HES offers accessible learning environment for all</i></b>	Remote offer incorporated post-covid; site modifications for access completed up to date. Remote whole-school assemblies part of universal offer to those on home tuition	SLT – July 24	Pupils with extreme anxiety or MH needs can access HES with an extra step of to afford further improved transition. Pupils with medical barriers to attending site accommodated; inclusive approach to whole school assembly topics.

		<b>Curriculum progress tracking is inclusive.</b>	Varied and individualised assessment measures particularly for those significantly below ARE are routinely utilised to demonstrate progress.	Senco/Pre-GCSE teachers - ongoing	Pupils working significantly below ARE are reviewed and monitored half termly by Senco working with individual Pre-GCSE teachers. Alternative methods of progress measures are documented and available to share with onward placements at exit point.
		<b>Targets are set effectively and are appropriate for pupils with additional needs.</b>	All pupils are set aspirational and appropriate targets to demonstrate challenge and progress within learning abilities.	Teaching Staff - ongoing	Pupils progress towards targets set using standardized sublevels of progress over a year is measured and reported on termly. Interventions are set accordingly where appropriate.
		<b>The curriculum is reviewed to ensure it meets the needs of all pupils.</b>	SLT review curricula annually to match the needs of the cohorts attending WPA. The need to review due to transient cohort is key, as demands may change and staffing accommodation may need to reflect this. Partnership working with commissioning schools aims to equip pupils attending with a broad, balanced and appropriate curriculum to SEMH, learning and physical needs.	SLT QA for next academic year (July)	Staffing structure reviewed Summer Term each year. Curriculum conversations with MLT regularly Assessment data points used to inform decision making
		<b>Extra-curricula trips and enrichment activities offer accessibility for disabled students.</b>	Virtual enrichment offered via relationship with Coventry Libraries; National Trust; Bletchley Park; Coventry University and University of Warwick. Risk assessment and pre-trip planning ensures accessibility for all and home tuition pupils offered appropriate educational and pastoral enrichment.	SLT	Evolve review at each trip date

TARGETS		CURRENT GOOD PRACTICE	ACTIONS NEEDED FOR DEVELOPMENT	PERSON RESPONSIBLE/ DATE BY	SUCCESS CRITERIA
MEDIUM TERM	In line with SDP Priority 1: Build a team of expert teachers (overseen by a newly appointed 'Literacy Lead') to deliver the service's chosen SSP programme to learners identified as early readers and those who have fallen behind with reading	<b><i>Creation of Literacy Lead role Reading Improvement Pathways 1-4 support reading for identified and triaged early readers A team of expert teachers are overseen by the literacy lead to deliver the chosen SSP at HES for those who have fallen behind with reading.</i></b>	SLT oversight - impact analysis	SLT – ongoing	Lesson Study Data/Progress data reflect impact Research Group Impact Curriculum Conversations/Pupil Voice Improved Engagement Levels Book Looks Improved Outcomes at Year 11 Results Review
	In line with SDP Priority 4: Learners are developed to become confident, decisive, resilient to setbacks and who know how to study effectively.	<b><i>Access to a full broad and balanced curriculum for students unable to access their home mainstream school is developed</i></b>	Partnership working with home schools to ensure breadth of Alternative Provision commissioning additionally to HES to ensure access to a broad and balanced curriculum to deliver subjects aligned with individual student aspirations unable to be delivered at HES for accredited KS4 outcomes (e.g, Drama/Languages/Food Tech/Business Studies/Film & Media Studies).	Home school commissioning lead – ongoing and as requested	Opportunities to seek provision are sought and outcomes shared with parents by home school as commissioners. Pupils have further personalised timetables where appropriate and linked to desired KS4 outcomes
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LONG TERM OBJECTIVES	To evaluate and review the above short-term and medium-term targets annually	<p><b>Regular contact with parents and agencies around the child to monitor individual situations</b></p> <p><b>SEN specific annual review of pupil EHCP target progress and discussions of how to address any issues arising.</b></p>	<p>SEMH coach job role review following first year in role</p> <p>Caseload reviewed by Senior Mental Health Lead and SENCo as SLT link.</p>	<p>Senior Mental Health Lead (Sept 24)</p>	<p>Termly SEN meetings with parents aligned with progress checks and consultation</p>
		<p><b>To take account of varied SEN learning needs an incorporate Responsive Teaching Practice to address</b></p>	<p>Full access to all aspects of the curriculum through various approaches which allow all pupils to engage with and participate in the curriculum</p>	<p>Senco - ongoing</p>	<p>All pupils are engaged and learn to their maximum ability through challenging and progressive teaching to account for their learning needs.</p>
		<p><b>WPA site offers accessible learning environment for all</b></p>	<p>Potential for installing a hearing loop at WPA/POD due to cohort need changes since 2023 if need identified – reasonable adjustments from budget. Site modifications made in 2022 where feasible to enable wheelchair users to access bathrooms. Remote offer inclusive for home tuition.</p> <p>Possible site relocation offers opportunity to reconsider.</p>	<p>SLT/CCC</p>	<p>WPA bathroom is wheelchair user accessible; hygiene suite unable to be accommodated at present site</p>



#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Sharon Cutler, Head of Service

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Exam Office Accessibility Policy

## Appendix I: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	N/A	N/A	
Corridor access	N/A	Lobby area wheelchair accessible as is visitors room	CCC link	<b>July 25</b>
Access from main road	Maintenance of pathway free of weeds/splits/debris/ice measures (weather dependent)	Site services commissioned from joint site at Whitmore Park Primary	LP link	Ongoing maintenance needs as required
Grassed area around building	Emergency exit and pathway wheelchair accessible.	Pathway enables poor weather access to rear of building and emergency exit usage	CCC link	Modifications made summer 2021
Entrances	Main Entrance/Exits	Ramps installed 2019 to allow easier access and exit from building. Lip of replaced doorway remedied for emergency exits.	CCC	Remedied summer 2021
Ramps	3	Lips of doorway exits flattened Summer 2022	CCC	Remedied summer 2022

Toilets	I Accessible No hygiene suite on site	Support arm installed next to pan for independence Accessibility Team deemed area to be too small for wheelchair turning if carer in bathroom alongside. For single person use.	CCC	Work completed Summer 2022
POD Classroom	Ramp access/handrail	Installed Summer 2020, fully wheelchair accessible	CCC	
Internal signage	Visible from wheelchair height	-		
Emergency escape routes	Lights installed in new dropped ceiling indicating pathway. Disabled pupils have individual PEEP which is signed and training has taken place	Kay Griffin/Asif Takolia For ramp details see above	SLT/Governing Body oversight	Work completed and PEEPs reviewed as per need arises.
Pupils requiring school-day dosing of controlled medications for their disability	SENCo/Office Manager trained to handle controlled medications appropriately according to HES Policy	SLT/Office manager Sept 2020 training accredited	Senco	ongoing

