

Hospital Education Service

ACCESSIBILITY POLICY

This document is reviewed every 3 years as per guidance

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| <u>Approved/Reviewed by</u> | <u>Sharon Cutler (Head of Service)</u> |
| <u>Author</u> | <u>Kay Griffin (SENDCo)</u> |
| <u>Review Date</u> | <u>July 2025</u> |

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
- Catch-22
- 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.

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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. | HES offers a bespoke, personalised curriculum for all pupils, with staff fully aware of pupils' needs | | SENCO | All learners make progress in a curriculum designed to give them the knowledge to succeed in life. |
| | | 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. | Data stored securely as per policy. Service appointed Literacy Lead Jan 24 to extend personalized approach and interventions for early readers identified on entry and via progress measures. Impact measured by Senco. | SENCO –Apr 24 | Impact report on Literacy Lead role interim April 24; full year July 24. |
| | | Curriculum resources include examples of people with disabilities. | Displays and resources monitored by subject leads to ensure diversity is represented | Subject Leads - ongoing | |
| | | HES offers accessible learning environment for all | 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 23 | 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 PSEH assembly topics. |

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| | Curriculum progress tracking is inclusive. | Varied and individualised assessment measures particularly for those significantly below ARE are routinely utilised to demonstrate progress. | Senco | Pupils working significantly below ARE are reviewed and monitored half termly by Senco working with individual tutors. Alternative methods of progress measures are documented and available to share with onward placements at exit point. |
| | Targets are set effectively and are appropriate for pupils with additional needs. | All pupils are set aspirational and appropriate targets to demonstrate challenge and progress within learning abilities. | | |
| | The curriculum is reviewed to ensure it meets the needs of all pupils. | 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. | | Staffing structure reviewed Summer Term each year. Curriculum conversations with MLT regularly Assessment data points used to inform decision making |
| | Extra-curricula trips and enrichment activities offer accessibility for disabled students. | Virtual enrichment offered via relationship with Coventry Libraries; Bletchley Park 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 |
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| MEDIUM TERM | In line with SDP Priority 3: Opportunities for all learners to experience effective talking and communication in the classroom with a focus on teaching vocabulary to scaffold and model | Learning walks; planning review and pupil voice/assessment data reflects improved literacy levels | SLT oversight - impact analysis | SLT – ongoing | Lesson Study Data/Progress data reflect impact Research Group Impact WOW Week Data Curriculum Conversations/Pupil Voice Improved Engagement Levels Book Looks Improved Outcomes |
| | | | | KG – July 2021 | All pupils are engaged and learn to their maximum ability through challenging and progressive teaching to account for their learning needs. |
| | In line with SDP Priority 4: Learners are developed to become confident, decisive, resilient to setbacks and who know how to study effectively. | Access to a full broad and balanced curriculum for students unable to access their home mainstream school is developed | 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. |
| TARGETS | CURRENT GOOD PRACTICE | ACTIONS NEEDED FOR DEVELOPMENT | PERSON RESPONSIBLE/ DATE BY | SUCCESS CRITERIA | |

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| LONG TERM OBJECTIVES | To evaluate and review the above short-term and medium-term targets annually | <p>Regular contact with parents and agencies around the child to monitor individual situations</p> <p>SEN specific annual review of pupil EHCP target progress and discussions of how to address any issues arising.</p> | SEMH coach job role consistent with service needs. New appointment for service January 2024 to more effectively manage individual student needs both on arrival to school and throughout day. Caseload reviewed by Senior Mental Health Lead and SENCo as SLT link. | KG - Jnn 24 | Termly SEN meetings with parents aligned with progress checks and consultation dates. |
| | | <p>To take account of varied SEN learning needs an incorporate Responsive Teaching Practice to address</p> | Full access to all aspects of the curriculum through various approaches which allow all pupils to engage with and participate in the curriculum | KG – July 2021 | All pupils are engaged and learn to their maximum ability through challenging and progressive teaching to account for their learning needs. |
| | | <p>WPA site offers accessible learning environment for all</p> | Potential for installing a hearing loop at WPA/POD due to cohort need changes since 2023 if need identified – reasonable adjustments from budget. | SLT/CCC | WPA bathroom is wheelchair user accessible; hygiene suite unable to be accommodated at present site. |
| | | | Site modifications made in 2022 where feasible to enable wheelchair users to access bathrooms. Remote offer inclusive for home tuition. | | |

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

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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 | July 25 |
| 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 |

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| 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 |

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