

Policy Name: Accessibility Plan	
Last updated:	November 2023
Date of next review:	November 2026
Member of staff responsible for the policy:	Sarah Evans
Dissemination of the policy:	Management Committee, staff, students, parents, website

Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and to further the aims of the GHES mission statement of 'helping every child and young person thrive and reach their potential.'

Disability and the Equality Act 2010

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to

- Increase the extent to which children with a disability can access the curriculum
- Improve the physical environment of the school to enable all students to take better advantage of education, facilities and services provided.
- To improve the availability of accessible information for children with disabilities

Definition of disability

The Act defines disability as when a person has a '**physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities**'.

Key Aims

The aim of this Accessibility Plan is to improve equality of opportunity for all people with disability using services provided by Gloucestershire Hospital Education Service (GHES).

This plan covers all students who spend any time at all with GHES including students at Gloucester Royal Hospital (GRH).

GHES will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment.

GHES recognises that '**disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole**'.

GHES will actively seek to:

- Promote equality of opportunity -
- Eliminate discrimination that is unlawful under the Act



- Eliminate harassment of people with disability that is related to their disabilities
- Promote positive attitudes towards people with disability
- Encourage participation by people with disability in public life
- To publish an Accessibility Plan

GHES will achieve this by:

- Raising awareness to aspects of disability and disability issues.
- Consulting with all Service Users and Staff
- Offering lessons and examinations that are suitable to all students (a broad and balanced curriculum and personalised learning)
- Working to overcome barriers to learning -
- Helping learners to be fully involved in all parts of school/PRU life
- Treating all members of the community fairly
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Involvement of people with disability in developing the scheme

The school will seek to improve how we gather information from people with a disability by:

- Seeking advice from the advisory teaching service, medical professionals and/or other appropriate sources
- Acting upon feedback from staff and Service Users
- Assessing the educational opportunities and achievements of students across all vulnerable groups and working to close any gaps

Gathering information will be an ongoing process through the following means:

- Service feedback forms from parents and students
- Annual letter and questionnaire to schools and medical professionals
- SLT Meetings
- Support Plan Review Meetings and analysis of data.
- Management Committee Meetings

This accessibility plan should be read in conjunction with the following GHES policies:

Equality policy and objectives

Anti-bullying

Supporting children with medical needs

Child protection policy and procedures

Action plan to improve accessibility 2023-26:



Accessibility Action Plan 2023 - 2026

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for students with a disability	<p>GHES offers a broad and balanced curriculum for all students</p> <p>Resources tailored to the needs of the students who require support to access the curriculum</p> <p>Curriculum progress is tracked for all students, including those with a disability</p> <p>The curriculum is reviewed to ensure it meets the needs of all students</p> <p>Access arrangements will be made to assist students with access to examinations</p>	<p>Curriculum is subject to review to ensure it meets the needs of all learners</p> <p>Ensure that resources that support students' accessibility are identified and purchased.</p> <p>Ensure students' needs for either 1:1, groups, classroom are identified.</p> <p>Ensure all staff are trained to meet the differing needs in their classroom</p> <p>Improve liaison with main schools to determine access arrangements are in place,</p>	<p>Individual mentoring of students where appropriate through external and internal interventions</p> <p>SENDCo to identify resources that will be needed to support SEN students' accessibility to the curriculum.</p> <p>Ensure that staffing/timetabling allows for flexible grouping: Individual, in pairs, online / in small groups</p> <p>Further CPI: differentiation, SEMH</p> <p>Access Arrangements guidelines to be regularly reviewed for GHES.</p>	<p>SE/DR/ES</p> <p>SENCO</p> <p>SLT</p> <p>SLT / SENCO</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Throughout the year</p> <p>Jan of current year</p>	<p>Curriculum offer remains broad for all students, accepting that some students won't access all that we offer due to their medical condition</p> <p>Suitable resources in place and being used by staff. E.g. sensory boxes</p> <p>Students able to move between groups and education pathway according to need</p> <p>Evidence of strategies in lesson visits</p> <p>Access arrangements guidelines in place and being used.</p>
Improve and maintain	The environment is adapted	To improve accessibility	Occupational Therapy	SE	Ongoing	Record of any meetings,

access to physical environment	to the needs of students and staff as required. This includes: <ul style="list-style-type: none"> • Evac chair • Ramps • Lifts • Disabled parking bays • Disabled toilets(both sites) • Teaching at GRH possible by the bed-side • Classroom / School Room furniture can be re-arranged as necessary • Sensory bathroom (GRH) • 	within Outpatients site and within GRH Sensory aids to be available across service	to be consulted as required in GRH and through referral for Outreach Sensory aids to be in use across GRH and Outreach, and regularly reviewed with risk assessment as required Regular reviews of buildings thoroughfare, parking with Premises managers. (GRH and Outpatients)	SE/DR BW	By end of academic year 2023-24 Ongoing	consultations or referrals with OH recorded and actioned. Buildings meetings for outpatients always attended. Any accessibility points actioned
Improve access to learning for students with a disability	Adaptation of resources as required – reference HIEPs where appropriate, e.g. use of lap-top where writing is difficult. Guidance sought from medical professionals supporting a young person with a disability Photocopy enlarging facility GCC recruitment procedures followed with regard to equal opportunity Individual mentoring for all	Ensure all students have access to the support required. Use of Support Plan for all students Use of Risk Assessment, IHCP and Transition Plan as appropriate	CPI for staff identified and put in place	SENDCo/ SLT	Ongoing	Evidence of strategies in lessons Evidence of adaptions and pathway within Support Plan

	<p>students</p> <p>Environment adapted according to medical needs of the individual</p> <p>GHES work with schools to sign post accessibility issues, to facilitate smooth reintegration</p> <p>Accessibility is discussed with parents / carers at induction and can be reviewed as required</p>				
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