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Accessibility Policy for Kent Health Needs Education Service

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Document Purpose

This policy reflects the values and philosophy of Kent Health Needs Education Service (KHNES) in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Services: Planning to increase access to services for disabled pupils", issued by the DCSF.

KHNES caters for pupils with varying mental and physical health needs and as a 'pupil referral unit' focuses its resources to ensure equality of access for all pupils regardless of disability with individual needs assessed and resourced to ensure developmental progression in all areas.

Audience

This policy, having been presented to and agreed upon by the Executive and delegated by the Management Committee is distributed for the information of:

- All teaching staff
- All teaching assistants
- All support staff

A copy of the policy is available in:

The Executive HeadTeacher's

Office This is available for:

- Management Committee Members
- External Professionals
- OFSTED
- Parents
- Visiting teachers
- Other interested adults (social and psychological services etc)

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the service community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the service's aims and equal opportunities policy, and the operation of the service's SEN policy;
- The service recognises its duty under the DDA (as amended by the SENDA)
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In performing their duties, the management committee and staff will have regard to the DRC Code of Practice (2002).

The service recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The service provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum, including: -

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Achieving the Objectives

This section outlines the main activities, which the service undertakes, and is planning to undertake, to achieve the key objective outlined above.

a) Education & related activities

The service will continue to seek and follow the advice of LA services, and other external professionals that can support the service to ensure equality of access and developmental achievement commensurate with their potential ability.

b) Physical environment

The service will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

c) Provision of information

The service will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Access Plan -

Accessibility Plan- Identifying Barriers to Access

Organisational	Yes	No	Comments
Are service visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? <i>(As part of a developmental programme differentiated to meet individual need)</i>	x		
Preparation for entry into service. <i>(Referral Criteria- within the resources of the Service, handok, and on the KHNES website))</i>	x		
Grouping of pupils <i>(by year group with IE/BP's and differentiated lesson plans in place plus individual support e.g. reading as relevant)</i>	x		
Homework policy and practice <i>(in place by developmental ability and ref service brochure)</i>	Not Applicable		
Service discipline and sanctions <i>(reference Policy for Supporting Positive behaviour)</i>	x		
Exclusion procedures <i>(reference Exclusions Statement.)</i>	x		
Clubs and activities <i>(full access as relevant)</i>	x		
Service trips <i>(full access with curriculum access statements and risk assessment in place)</i>	X		

Access Plan -

The service's arrangements for working with other agencies (<i>Open Service Policy, Annual and 14 plus reviews, Attendance and Behaviour Management policies etc.</i>)	X		
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Attitudinal	Yes	No	Comments
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? (<i>Training is needs led and represented in service development plan. Risk Assessments also guide training</i>)	X		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? (<i>Individual developmental progression identified in lesson planning e.g. Teaching strategies and resources. Individual behaviour plan guided by Behaviour Small steps developmental criteria</i>)	X		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? (<i>As above</i>)	X		
Are there high expectations of all pupils? (<i>All pupils are baselined with SMART targets set for the pupil to achieve within their zone of potential development, also reference e.g. Work Related Learning and Whole Curriculum policy</i>)	X		
Do staff seek to remove all barriers to learning and participation? (<i>reference Equality policies/statement</i>)	X		
Access to the curriculum. (<i>As above with differentiation if necessary, reference curriculum policies/statements</i>)	X		

Access Plan -

Service policies, e.g. anti-bullying, SEN policies, health and safety. (<i>All in place with annual review</i>)	X		
Interaction with peers. (<i>Part of developmental criteria as held in behaviour small steps as evidenced in Pupil portfolio/PSPs</i>)	X		

Physical access	Yes	No	Comments
Are your classrooms optimally organised for disabled pupils?	x		In all hubs disabled pupils have full availability
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? (<i>Single storey building with e.g. disabled toilets and special features - issues - external of the service building and holdbacks on internal doors</i>)	x		
Can pupils who use wheelchairs move around the service without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? (<i>Issue-internal double doors</i>)	x		

Access Plan -

Are pathways of travel around the service site and parking arrangements safe, routes logical and well signed? (signage established but parking needs upgrading reference also Travel Plan)	x		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? (a comprehensive system is in place, reference Health and Safety Policy)	X		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? (Issue-Action point)	X		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? (Any issues dealt with through Statement of SEN)		X	
Are areas to which pupils should have access well lit? (Automatic lighting)	x		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? (Low service numbers and small class sizes also individual needs met through IEP and Curriculum Access Statement)	x		
Is furniture and equipment selected, adjusted and located appropriately? (as a Special service all resources are provided and organised to reflect whole service need)	x		
Access to service facilities. (equality for opportunity approaches reference Equalities policies and statements)	x		

Access Plan -

Activities to support the curriculum, e.g. drama group visiting service. (extension activities as identified in pupil planning proformas and evidenced in pupil portfolios)	x		
Service sports. (Limited 'in service' facilities. However out of service provision available and identified in service planning formats and evidenced as part of PE curriculum programme)	x		
How the service deals with emergency procedures. (Regular documented checks and practice e.g. fire drill also Staff Handbook, Caretaker checks, Health and Safety policy, First Aid Guidelines e.t.c.)	x		
Breaks and lunchtimes. (Whole service SEN policy with staff supported system including rotas)	x		

Curriculum Access	Yes	No	Comments
Do lessons provide opportunities for all pupils to achieve? (Differentiated Lesson Plans with linked IE/BP's)	x		
Are lessons responsive to pupil diversity? (as above)	x		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (reference teaching and learning styles policy and teaching strategy component within planning proformas)	x		

Access Plan -

Are all pupils encouraged to take part in music, drama and physical activities? (see curriculum rolling programmes re-broad and balanced curriculum entitlement)	x		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? (Individual differentiated programmes)	x		
Do you provide access to computer technology appropriate for students with disabilities? (as identified in statement for SEN and represented in lesson planning formats)	x		
Teaching and learning. (reference Teaching and Learning policy)	x		
Classroom organisation. (Individually assessed and represented in lesson plan)	x		
Timetabling. (reference Equalities statements and policies)	x		
Assessment and exam arrangements. (Academic, vocational and occupational routes available)	x		
Preparation of pupils for the next phase of education . (Work related learning policy which identifies progression regardless of ability towards end outcomes also Transition reviews and Connexions access)	x		

	Yes	No	Comments
Information Access			

Access Plan -

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? (Individual education plans would identify strategies and resources to meet need)	x		As required and if needed
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? (As above)	x		
Do you have the facilities such as ICT to produce written information in different formats? (specialist ICT facility with 'in class' and staff room hardware available)	x		
Do you ensure that staff are familiar with technology a practices developed to assist people with disabilities? (professional development programme with support from ICT co-ordinator)	x		
Service announcements. (Staff pigeon holes, notice boards as part of services information systems including morning-after service-staff and P D days)	x		
Access to information. (Service Council and through services planned Information systems as above)	x		