



Accessibility Plan

Status	Non-Statutory
Responsible Management Committee (MC)	Curriculum
Date last approved by MC	28 February 2024
Responsible Person	SBM
To Review Date	February 2027
Last Amended Date	February 2024

Rationale

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department of Education (DfE) guidance for schools on the Equality Act 2010: (<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>)

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 or cancer.

This Accessibility Policy is divided into four sections:

- Section 1: Access to the Curriculum for pupils
- Section 2: Access to Pastoral Support for staff, parents and pupils
- Section 3: Site Accessibility for staff, parents, pupils and the community
- Section 4: Access to Information for staff, parents, pupils and the community

Key Aims:

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

Section 1: Access to the curriculum

This section of the Accessibility Plan is monitored by members of staff responsible for monitoring the curriculum and development plans. This includes:

- The Head of Service
- Head of Centres KS4, KS3, H3
- SLT
- Teaching staff
- SENCo
- Staff responsible for monitoring off site provision
- The Management Committee

The service provides pupils with a broad and balanced curriculum, differentiated and personalised, to match their learning needs. The following documents/policies support this aim:

- School Development Plan
- Curriculum Policy, Development Plans & Maps
- Attendance Policy
- Marking and Feedback Policy
- Special Educational Needs Policy
- Managing Medications Policy

Principal features of The Herefordshire Pupil Referral Service are:

- The entrance criteria ensure fair access to all pupils and the PRU Forum meets regularly to discuss referrals.
- We have an inclusive ethos within each of the Centres. All pupils are given the opportunity to achieve their full potential, in all areas of the curriculum, while avoiding discrimination.
- The service aims to offer a broad and balanced curriculum, which is regularly reviewed, to ensure it meets the individual learning needs of pupils.
- The curriculum is enhanced with enrichment and extension activities such as learning outside the classroom, access to outdoor activity providers, use of local sport facilities, after school clubs and access to additional creative activities.
- At Key Stage 4 the curriculum is increasingly personalised with core subjects of Maths and English and opportunities for off-site education provided with the aim of preparing pupils for life after school.
- Baseline assessments are used on admission, together with information from pupils' mainstream schools, to provide an overview of each pupil. Staff are then able to respond to the diverse learning needs of pupils when planning.
- Pupils' progress and achievement is tracked and recorded with regular marking and assessment used.
- Learning support interventions for literacy and maths are put in place when needed, either in class or on an individual basis, informed by assessment outcomes.
- Pupil progress is reviewed in regular meetings with parents/carers and by written reports.
- When pupils have significant emotional and behavioural difficulties that impact on the learning of others, group provision may need to be limited and

individual sessions provided. These decisions are documented and agreed with parents/carers.

- Pupils unable to access full time education for health and safety reasons, or because of extreme emotional behavioural difficulties, are always working towards the goal of accessing 25 hours per week.
- Pupil attendance is monitored and recorded. Absence and lateness is responded to and liaison and support is received from an independent Education Welfare Officer.
- Parents and carers are involved in reviews of pupils with Special Educational Needs.

There are opportunities for pupils in Key Stage 3 to learn about different places of work and career possibilities from links with local businesses and services. Careers support and advice is provided for Year 10 onwards with work related learning and planning for the future.

Section 2: Access to Pastoral Support

Staff involved in delivering and monitoring this section of the Accessibility Plan includes:

- The Head of Service
- Head of Centres KS4, KS3, H3
- Staff responsible for tracking pupil progress and achievement
- Staff responsible for attendance
- Pupil tutors/mentors
- Staff responsible for PSHE and Citizenship
- Outside professionals, such as Education Welfare Office, Counsellors, School Nurse, Art Therapist (KS4), Educational Psychologists, Multi-Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS), who support the service, contribute to this area.

Pupils across the service have access to appropriate pastoral support dependent on their age and specific needs.

The following documents/policies contribute to supporting these aims:

- Attendance Policy
- Curriculum Policy
- Child Protection & Safeguarding Policy
- Managing Medications Policy
- Behaviour Policy
- Relationships & Sex Education and PHSE Policies
- Special Educational Needs Policy

Principal features of The Herefordshire Pupil Referral Service are:

- Staff work hard to maintain a caring, secure, safe environment where pupils can be emotionally and physically safe, feel respected and can learn, irrespective of gender, ethnicity, social background, beliefs or disability within clear boundaries and expectations.

- Each site has a Designated Member of Staff for Child Protection & Safeguarding and a Deputy Designated Member of Staff for Child Protection & Safeguarding.
- Each site has a designated member of staff responsible for Looked After Children with Looked After Children identified and their progress monitored.
- 'Pupil Premium' pupils are identified and their curriculum progress is tracked by a member of the Senior Leadership Team.
- Attendance is monitored daily and parents/carers are contacted for any absence or lateness.
- Every pupil is allocated an individual tutor or mentor to provide opportunities to discuss progress, set learning and behaviour targets and to challenge pupil thinking in a supportive way and to encourage social and emotional development.
- Pupils have access to the School Nurse as a drop-in service when required. This service is confidential for pupils.
- Pupils are referred to counselling services or mental health services (CAMHS) when it is considered appropriate.
- The Early Help Assessment Framework (EHA) is used to support families and pupils where it is considered appropriate.
- The services behaviour policy is used to support pupils to modify and adapt their responses and develop more helpful emotional responses to situations.
- Pupils are always received positively, and given the opportunity to turn situations around, regardless of previous mistakes.
- Restorative Justice style meetings are used to resolve issues between pupils.
- Exclusions are kept to a minimum and alternatives to exclusion are used where possible. Reintegration meetings take place following exclusion and expectations are re-established before a pupil returns to lessons.
- Personal, Health and Social Education and a Citizenship curriculum is tailored for specific year groups. We encourage pupils to develop an awareness of others and the ability to recognise differences and make allowances.
- Social and Emotional Aspects of Learning (SEAL) activities and a Values based learning environment enables pupils to develop an awareness and understanding of themselves and others.
- We have developed valuable links with the wider local community. For example, we invite Centre neighbours to Open Mornings and are involved in charitable appeals several times a year. Pupils are involved in deciding which fundraising events the service supports.

Section 3: Site Accessibility

Responsibility for this section of the Accessibility Plan lies with:

- The Head of Service
- Head of Centres KS4, KS3, H3
- SENCo
- Caretaker/Cleaner in Charge
- Staff responsible for monitoring off site provision
- First aid staff
- A range of professionals supporting the school and from individuals within the school.

We aim to make all areas of HPRS accessible where possible for pupils, staff, parents and visitors. Where buildings cannot be adapted, changes will be made, typically this will mean re-rooming to accessible accommodation.

The following policies support these aims:

- Accessibility audit within the School Development Plan
- Fire Risk Assessments and the Fire Safety Action Plan
- Health and Safety Policy
- Managing Medications Policy

Principal features of The Herefordshire Pupil Referral Service are:

- An accessibility audit is completed for each site highlighting areas requiring action.
- Termly health and safety walks ensure any issues are identified and addressed.
- The caretaker and staff ensure that classrooms, corridors and common areas are clear and tidy and resources are stored correctly.
- All entrances are wide enough for wheelchair access.
- There is sloped access to the building entrance (all sites).
- There are no stairs or steps to restrict access (KS3 and H3) and KS4 has a lift to provide access to the first floor.
- Each site has a disabled toilet.
- Risk assessments are written for specific activities and for specific pupils. These are reviewed on a regular basis.
- Risk assessments identify evacuation procedures for individual pupils whose movements are compromised by their disability.
- Medical conditions of pupils affecting health and safety and site accessibility is circulated to all staff.
- The medical conditions of staff affecting health and safety and site accessibility are known on a need-to-know basis by the Headteacher, Head of Centres and required staff.
- The advice and support of outside professionals are accessed to support the integration of specific pupils within class when needed (for example: Occupational Therapists, Physical Disability Team, Visual or Hearing Impairment Team, Speech and Language Service).
- Emergency escape routes are clearly signposted.

Section 4: Access to Information

This section of the Accessibility Plan is monitored by:

- The Head of Service
- Head of Centres KS4, KS3, H3
- The Service administration team

Our aim is to ensure that pupils, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA);
- the Data Protection Act (DPA) & GDPR;
- the Equality Act (2010);
- and other legislation that provides a right of access.

In addition, the service has its own policies on Data Protection and Complaints.

Responses to requests for information:

- Relevant documents are available from the school's web site and hard copies may be requested at a small charge.
- Parents/pupils may request copies of pupil record files, including paper and electronic files. A small charge will be levied for administration and photocopying charges.
- Parents/pupils may not be given access to records which contain information on other staff/pupils which would breach our Data Protection Policy and/or the Data Protection Act.
- All requests for information should be made, preferably in writing, to the Headteacher or Head of Centre.
- Any complaints should be addressed through the School's Complaints Procedure, available to view via the HPRS website.

Information provided by the school:

- We aim to provide information in a clear accessible format and will respond to individual needs and requests as they arise.
- We will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for pupils, prospective pupils, parents or carers who have difficulty with standard forms of printed information.
- We will make information available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information.
- We will, if the need arises, aim to provide translation or interpreter services to ensure all parents/pupils can access information.
- Parents and Carers receive regular text messages about their child's attendance, learning and behaviour.
- Regular information is sent home to inform parents of Centre events, pupil activities and successes. These are also posted on the HPRS website.
- Staff discuss and review issues relating to pupil progress at Briefing sessions and at staff meetings. These are minuted for staff unable to attend.
- Mainstream schools, with pupils still on roll while attending HPRS, are kept informed of the progress pupils are making in learning, attendance and behaviour. School staff are encouraged to come and visit the pupil and join in open days and review meetings with parents.
- Parents, carers and mainstream schools receive written reports of pupils' progress at the end of the school year or on returning to school.

- The HPRS website provides access to policies, procedures and curriculum information as well as examples of pupils' work, newsletters and articles about events and visits that have taken place.
- Open days are held for parents, carers, schools, the local community and agencies to visit the service and view pupil work or take part in events.

This plan is also available by e-mail, or in an enlarged print version, on request.