



Arrow Vale Accessibility Plan 2022 to 2025

Recommended by: CRO

Recommendation Date: 02/10/2022

Ratified by: LAGB

Signed:

Position on the Board: Vice Chair

Ratification Date: 16.11.22

Next Review: 01.01.2026

Policy Tier (School): School AV



School Accessibility Plan 2022 to 2025

“No Child Left Behind”



Introduction

CRST Arrow Vale High School is committed to Inclusive Education and a shared vision of providing a school environment that enables full curriculum access, that values and includes all students, staff, parents, carers, and visitors regardless of their educational, physical, social, spiritual, emotional, cultural needs and disabilities.

This plan is drawn up in accordance with the Equality Act 2010, which came into force on 1st October 2010 and has replaced all existing equality legislation. This Act states that ‘...schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation’.

In performing their duties, governors and staff will have regard to the Equality Act 2010, and must make anticipatory reasonable adjustments, including the provision of auxiliary aids / specialist services, to prevent students being put at a substantial disadvantage. Arrow Vale will take steps to ensure that students with disabilities can enjoy the benefits, facilities, and opportunities provided for all students. Failure to make a reasonable adjustment is a form of discrimination under the Equality Act.

Definition of Disability

Disability is defined by the Equality Act 2010:

‘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’.

Reference to the Children and Families Act 2014 and the SEN Code of Practice 2015 definitions of special educational needs and disability are essential

Intent / Aims and Purpose

To reduce and eliminate barriers in accessing the school’s curriculum, environment, information, and enrichment activities that will enable full participation in the school community for students, and prospective students, staff, parents, carers, or any visitors with any disability. We will meet needs and endeavour to raise the attainment of all our students

Principles

Compliance with the Children and Families Act 2014 ([Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)), Equality Act 2010, the SEND Code of Practice 2015, SEN & Disability Act 2001 ([Special Educational Needs and Disability Act 2001 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2001/10/contents/enacted)) and the Ofsted Framework, September 2022([Education inspection framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework-2022)) is consistent with the operation of the school’s CRST SEN, Disability and Inclusion Policy and SEND Information Report.

The school recognises its duty under the Equality Act 2010 to:

- Carry out accessibility planning, removing barriers for disabled students to ensure access to a full curriculum. Accessible push button doors were installed in Autumn 2021
- increase the extent to which disabled students can participate and achieve in the curriculum, including staff development where necessary. Chads Grove School (Head of PE) visited the PE Dept July 2021 in preparation for an inclusive PE curriculum for a student arriving in a mechanical wheelchair
- improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities, and services provided
- improve the availability of accessible information to disabled students. Laptops and exam access arrangements in line with JCQ are a priority for all students
- not to discriminate against disabled students in their admissions and exclusions, and provision of education and any associated services. Regular time slots enable visits by Physiotherapy and OT teams
- to undergo audits (sensory, classroom environments) in conjunction with Physical Disability specialists
- to publish a 3-year accessibility plan, that is reviewed and updated as a working document

The school recognises and values parents' & carers knowledge of their child's / young person's disability and its effect on their ability to carry out normal activities and respects the parent / carer and child's / young person's right to

confidentiality and privacy. Outside specialists and Disability schools enable audits of auxiliary aids to be completed, improvements in assistive technology embraced and items provided / purchased e.g., a visualiser

The school provides all students with a broad, balanced, and ambitious curriculum that is differentiated through high quality teaching and learning to meet the needs of all students; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges that are adjusted, amended, and adapted
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students

Arrow Vale High School will present an 'above and beyond approach' and continue our pursuit that there will be 'No Child Left Behind'

This Plan identifies the current assessment of accessibility for all individuals and the actions Arrow Vale High School intends to take over the next 3 years period to ensure access for students; parent/carer; staff member or visitor to the school.

The LGB, Chair of Governors, Principal, SLT and the Finance & Resources Committee will review the financial implications of the accessibility plan as part of the normal budget review process

Activity

This section will complement the main activities, which the school undertakes, to achieve the key objective of being ambitious in meeting the needs of disabled students and raising their attainment and independence as they prepare for adulthood.

Accessible Schools – Identifying Barriers to Access: This checklist is based on the one in the document "Accessible Schools: Planning to increase access to schools for disabled students" DfES (2002)

Cross references have also been made to the:

- Equality Act 2010: [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
- SEND Code of Practice 2015: [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/426271/SEND_Code_of_Practice_January_2015.pdf)
- Worcestershire Children First (WCF): Working together to improve outcomes for children and young people with special education needs and disabilities. WCF Accessibility Strategy 2021 -2025: [Worcestershire Accessibility Strategy WEB VERSION MAR 2022.pdf](https://www.worcs.gov.uk/media/1000000000/Worcestershires_Accessibility_Strategy_WEB_VERSION_MAR_2022.pdf)
- DfE / Council for Disabled Children: Disabled Children and the Equality Act 2010: What teachers need to know and what schools need to do: [Equality Act Guide for schools - FINAL EM EDIT March 2022.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544271/Equality_Act_Guide_for_schools_-_FINAL_EM_EDIT_March_2022.pdf)
- WCF Local Offer: [SEND Local Offer | Worcestershire County Council](https://www.worcs.gov.uk/media/1000000000/SEND_Local_Offer_-_Worcestershire_County_Council)
- WCF First Graduated Response: [64729 SEND Graduated Response Within Worcs Report V04.pdf](https://www.worcs.gov.uk/media/1000000000/64729_SEND_Graduated_Response_Within_Worcs_Report_V04.pdf)
- WCF Post 16 Graduated Response: [64751 SEND Post 16 Graduated Response Guidance FINAL.pdf](https://www.worcs.gov.uk/media/1000000000/64751_SEND_Post_16_Graduated_Response_Guidance_FINAL.pdf)
- WCF: All Age Autism Strategy (awaiting next update): [WCF Appendix 1 All Age Autism Strategy 2019 to 2022.pdf](https://www.worcs.gov.uk/media/1000000000/WCF_Appendix_1_-_All_Age_Autism_Strategy_2019_to_2022.pdf)
- WCF: All Age Disability Strategy: [2021 News | News, updates and feedback \(SEND Local Offer\) archive | Worcestershire County Council](https://www.worcs.gov.uk/media/1000000000/2021_News_-_News_updates_and_feedback_(SEND_Local_Offer)_archive_-_Worcestershire_County_Council)
- DfE: Teacher standards: [Teachers' standards: overview \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/544271/Teachers_standards_overview.pdf)
- Chads Grove School: [Welcome to Chadsgrove School and Specialist Sports College](https://www.chadsgroveschool.co.uk/)
- DfE: Medical Conditions guidance: [Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/544271/Supporting_pupils_at_school_with_medical_conditions.pdf)

Arrow Vale will also embrace the Ofsted objectives

- Ofsted Framework July 2022: [Education inspection framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework)
Ofsted has 2 objectives: [Ofsted strategy 2022–27 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/ofsted-strategy-2022-27)
 - Objective 1: Ofsted will give due regard to equality, diversity, and inclusion during inspection and in its research and evaluation work

- Objective 2: Ofsted will promote equal opportunities for its entire workforce, including both staff and directly contracted Ofsted inspectors, tackling bullying and discrimination whenever it occurs

INTENT: Issue / Barrier / Target ➤ Sense of achievement for all students	IMPLEMENTATION: Action Required (ASSESS, PLAN, DO, REVIEW) & Intended IMPACT	Who: Responsibility When: Annual progress review
All staff have the necessary training to teach and support students with SEND – as outlined in the SEN Code of Practice (2015) and the DfE Teachers’ Standards (2012) This will lead to an increase in the access to an appropriate, broad, balanced, and ambitious curriculum	• Annual training takes place on aspects of supporting individuals with Special Educational Needs (SEN). • All able Staff including the SLT, and Achievement Assistants have completed and passed Evac Chair training on an annual basis. • Achievement Assistants are allocated to Specialisms within areas of needs and receive specific training as required. • Whole staff briefings take place on strategies to support SEN • SENCO holds the National Award for SEN / Level 7 CCET/CPT3A • SENCo and Assistant SENCos conducts spotlights/learning walks to observe inclusive Wave 1 teaching throughout the school. • Achievement Assistants attend personalised support staff Training Days. • Manual handling training was completed by 4 Achievement Assistants September 2021, and there are plans for more during 2022/2023 • All staff are trained with the CRST teaching and learning policy and understand their responsibilities within every lesson (Teacher Standards: Teachers' standards: overview (publishing.service.gov.uk)) • SEN Lead Teacher post has just become vacant, but plans are under discussion to re-appoint to continue to support the embedded whole school Wave 1 Graduated Response / high quality teaching and learning strategies	SENCo & Assistant SENCos, SLT i/c SEND Whole School Teaching Staff & Support Staff HLTA – Physical Disability
Classrooms are optimally organised for students with disabilities. This will lead to an increase in access to all school opportunities, including extra-curricular	• The school has been adapted, in consultation with specialists, to suit the needs of students with disabilities. • Chadsgrove outreach team provide advice, guidance, and adaptable equipment e.g., adjustable tables, mathematical equipment, cooking equipment etc. in order for all students to continue to access all mainstream lessons and extra-curricular activities. • Accessible / height adjustable tables in all rooms where needed • All staff organise their teaching rooms appropriately (with guidance from SEND	SENCo & Assistant SENCos, SLT i/c SEND Whole School Teaching Staff & Support Staff HLTA – Physical Disability CRST Estates team



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	individual provision passports) and provide seating plans for students • All students who require to leave lessons early to access clear corridors between lessons are free to do so (early leave passes). Peer support / lift buddy as required • During the next few years (supply delay due to Covid 19 still impacting) ➤ Push Button Doors throughout the school ➤ Consider improved access to the large dining room and to the Student House (ramp needed) ➤ Science Dept doors to be kept open with a fire release activator	Application for Funding successful (completion delays due to Covid & shortages of steel)
Lessons will provide opportunities (curriculum, environment, information accessibility) for all students to achieve whatever their category of need: ➤ Cognition & Learning ➤ Communication & Interaction ➤ Social, Emotional & Mental Health ➤ Physical & Sensory Alongside: ➤ Medical conditions and needs ➤ EAL needs	• All staff follow the CRST Teaching and Learning Policy format in all lessons. • All staff follow strategies for personalised learning, stated in SEND student personalised provision passports, through high quality teaching. • All staff differentiate their lessons to meet the needs of all students at all levels of ability. • All staff provide appropriate adaptations to their lessons – to include use of coloured paper/overlays/ enlarged fonts etc. for visual difficulties. • All staff have access to and are CPD trained in the use of assistive technology to support students e.g., TEXT/HELP; Hearing Loops, Immersive Reader; Google Translate, coloured overlays / coloured textbooks, enlarged text, pencil grips, writing slopes, handled rulers, adapted large button calculators • All students with recording difficulties are provided with personal laptops for use in all lessons, availability of a scribe / reading buddy • Achievement assistants provide appropriate support for individual and groups of students within mainstream lessons. • EAL students are provided with bilingual dictionaries, and 1:1 intervention to support language acquisition. Exam access arrangements are applied for if student is within 3 years of entering the UK. Functional Skills and Entry Level qualifications are available for them to achieve accreditation alongside their GCSE option choices. The use of visualisers in lessons are used across the English Dept.	Whole School

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Lessons are responsive to student diversity. Knowledge regarding disability within school and the local community and beyond will increase	• All staff provide lessons and learning experiences that utilise our CRST Teaching and Learning policy: high-quality lessons are planned using our bespoke learning cycle; our evidence-informed pedagogy ensures that all students can succeed; and our KASE curriculum ensures that all students have opportunities to become well-rounded individuals. • PE Dept had bespoke training by Chads Grove School for an inclusive approach for a wheelchair user • Assemblies throughout the year will embrace social justice, inclusivity, difference and diversity • Each lesson has a specified focus of CRST KASE. • Exam access arrangements are used in all lessons as 'normal way of working'. • All departments e.g., Science, PE, Catering, undertake necessary and relevant risk assessments for appropriate activities suitable for student learning. • The school has a qualified Educational Visits Coordinator (EVC) and all trip leaders are Educational Visit Leader (EVL) trained. This is reviewed yearly. • A rigorous planning and risk assessment process is required for all Educational Visits overseen by the EVC that is also reviewed annually	Whole School SEN Team Exams Officer
Lessons involve opportunities for working in different sized groups and levels of ability. Access to an appropriate curriculum	• All lessons are planned to use our CRST Teaching and Learning policy. Through implementation of our KASE curriculum, staff provide opportunities to develop our students' attributes and skills in lessons, particularly their communication, collaboration, and resilience towards learning • Through robust quality assurance using learning walks, book looks, and student voice, DLS and SLT ensure that high quality teaching and learning is available to all students	Whole School Staff Teaching & Learning Lead and Group SLT / DLS SENCo
All students access a wide curriculum including a variety of arts subjects and physical education.	• Music, Drama, Art, Catering/Food technology and PE are compulsory subjects in year 9 and options subjects for KS4 and KS5. • Students accessing alternative learning plans are supported in continuing their wider curriculum subjects and being ambitious relative to their starting points.	SLT SENCo, Assistant SENCos / Pastoral Team / Key



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Preparation for Adulthood, and transition to post 16 / post 18.	Liaison with Chads Grove Outreach team and Physiotherapy Team suggest and support alternative physical activities for students with disabilities which enables an inclusive approach especially in PE. Specialists are also provided spaces within the school for any extra physiotherapy sessions that are required	Workers SLT i/c Behaviour & SEND, alongside SLT vulnerable and disadvantaged
Staff recognise and allow for the mental and physical effort expended by some students with disabilities. Knowledge and skills regarding embracing disability within the school community	- Personalised Learning Plans are created for students who have difficulties in completing a full day in mainstream lessons. - SEN passports provide staff with individualised strategies in supporting the needs of all students on the SEN register. - The school has an in-house diagnostic assessor who completes all exam access arrangements and ensures that these are the 'normal way of working' for individuals in lessons and exams, including supervised rest breaks - Weekly briefings provide staff with key information on students who may need short-term support.	SENCo, Assistant SENCos TAC (Team Around the Child) Staff HLTA Physical Disability SENCO/Whole School Staff Whole School
Staff recognise and allow for the additional time required by some students with disabilities to use equipment in practical work? Knowledge and skills regarding embracing disability within the school community	- All staff are trained on the requirements of exam access arrangements in all lessons, informal and formal assessments. - An up-to-date spreadsheet on Access Arrangements is available to all staff provided by the SENCo in the Arrow Vale Staff Shared Area - Students with physical disabilities are assessed and supported by Chads Grove Outreach team and provided with appropriate equipment, practical assistants, and extra-time where necessary. Cognition & Learning Assessments are also completed by the Level 7 assessor and external specialists like SEND Supported: SEND Supported - SEND Training & Support - Warwickshire - All Physiotherapy equipment is now in school from January 2022, so that regular sessions can take place as needed	Whole School Staff Exams Manager SENCO SLT i/c Exams External Specialists
Staff provide alternative ways of giving access to experience or understanding for students with disabilities who cannot	- Every effort is made to involve all students in all activities within the school. - Personalised Learning Plans are created to enable students to access the full curriculum despite, learning, medical, social, and emotional, mental health or	Whole School Staff School Games Organiser

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engage activities, for example some forms of exercise/competition in physical education? Understanding that pride in representing the school takes place in many forms	behavioural needs. • All students have the opportunity to enter the KS3 Boccia and other various competitions held at Arrow Vale for all schools in Redditch. • With regard to Sports Leadership, the school offers opportunities for students to lead at inclusive events such as Boccia or New Age Kurling. • There are further opportunities for direct entry to School Games competitions in pan disability sports, and to involve students in inclusive activities such as the Wheelchair Sports Events. • Students are also signposted to external inclusive clubs organised through Redditch Borough Council. • During lessons students have access, as and when required, to specialised and adapted sporting equipment such as sports wheelchairs, modified basketball hoops, shortened rackets and larger shuttles/balls – dependent on the sport. • Lessons are differentiated to suit the learning needs of all students. • Various roles (leader, performer, official, coach) are available for all students to fully participate in lessons ensuring that all lessons are inclusive. • The use of iPads and video analysis are used in lessons to ensure all learners have opportunities to make progress. • Equipment in the leisure suite is specially adapted for easy access	DLS PE Dept
Arrow Vale provides access to computer technology appropriate for students with disabilities. Students have a wider access to resources as an alternative to writing to promote independence	• Students with reading or recording difficulties are provided with personal laptops for use in all lessons. Staff can email worksheets and power point presentations pre-lessons. Visualisers have also been purchased • A school and home license for Text Help Read/Write Gold Software V12 is available to all students and staff. • Computer adaptations can be made for students with Visual Impairments – e.g., enlarged text / screen background colour / text to speech / computer reader • CRST IT technicians are trained to support technology in school	CRST IT Team SENCO Whole School Staff DLS IT
School visits, including overseas visits,	• Arrow Vale follows guidance from Worcestershire County Council regarding the	EVC

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are made accessible to all students irrespective of attainment or impairment. Increase in access to all school activities and opportunities for all students	accessibility of trips for all: ○ It is unlawful to treat a disabled person less favourably or fail to take steps to ensure that disabled persons are not placed at a substantial disadvantage <u>without justification</u>. All Achievement Assistants are trained in manual handling and medical training, so they are able to support any trip planned away from school We endorse the following principles: • A presumption of entitlement to participate • Accessibility through direct or <u>realistic</u> adaption or modification • Integrations through participation with peers • For all trips permission is sought from the EVC, who ensures equal access occurs and all medical issues identified are addressed. • Appropriate risk assessments are carried out.	EVL Support Staff
There are high expectations for all. Arrow Vale will be ambitious for all our students 'Nothing is Impossible'	• The curriculum strives to provide a diverse range of opportunities for all students regardless of disability. • All students have Progress 8 target grades regardless of ability or disability. These have high expectations and are owned by students and staff. Key workers are allocated to assist a variety of students • Rigorous monitoring of all students is undertaken, and focus placed on “narrowing gaps”, through effective and timely intervention to raise achievement. • The school supports students with a more personalised teaching and learning focus and ensures that outcomes are still achieved despite learning barriers or any other difficulties / increased need for supportive interventions.	SLT Whole School Staff
Staff seek to remove all barriers to learning and participation.	• Arrow Vale is a fully Inclusive and ambitious School. • All students are expected to achieve at least 5: 9 to 1 grade at KS4. • All students have access to a full curriculum and a fair options process.	Whole School Staff Parents/Carers

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Arrow Vale will be ambitious for all our students 'No Child Left Behind'	- Students are invited to a more bespoke KS4 curriculum / preparation for adulthood / accreditation when Functional Skills English Level 1 and 2 alongside Entry Level Maths and Science can be offered alongside their GCSE options. Parents/carers and student voice are always part of this decision-making process - Staff are provided with information and strategies to support all students with any learning barriers or any other difficulties.	Students
Arrow Vale ensures that information is presented to groups in a user-friendly way for people with disabilities School information has improved delivery / is communicated appropriately to families, carers, and the local community and beyond	- The school website, Arrow News, Twitter, Instagram, Facebook, texts, telephone, internet, emails and one to one / group in school meetings are standard methods used by the school to share information. - Parents/Carers or any external visitor with a disability are welcomed - Requests for bespoke alternative formats of newsletters and information can be requested, and provided	SLT Whole school
The size and layout of the school - allows for access for all students. Increase in access for all whole school	- The school has been adapted, in consultation with specialists to suit the needs of students with disabilities. Push button accessible doors were completed in January 2022. Fire release door mechanisms in science also so that open access with the heavier doors creates independence in a wheelchair - Lifts are available to ensure that the whole school is accessible for all. - All able and relevant Teaching Staff / Achievement Assistants are Evac Chair trained. Last training – October 2021	Site Team CRST Estates SENCO HLTA Physical Disability
Pathways of travel around the school site and parking arrangements are safe, routes are logical and well signed. Increase in access for all whole school, giving opportunities for everyone during school hours and after school with the	- Regular site inspections to take place by Site Manager to ensure all pathways are clear of any issues, which would make access around the site unsafe and inaccessible. - Exit routes signs are clearly labelled and regularly checked to ensure they are current and visible. - Disabled parking is available for any staff / visitors who have the appropriate authorities to park in several disabled spaces in both car parks	Whole School Site Team CRST Estates Community lettings staff and leaders of those

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community use	As we share our school environment with the local and wider community, society will benefit from a welcoming inclusive school and social environment	groups who hire our facilities
Emergency and evacuation procedures are set up to inform ALL students. Fire Risk Assessment (whole school) undergone 04/11/2019, (Report / action to implement is pending) Site Manager has a weekly check list to complete alongside a new CRST Estates / CRST IT email ticket system, that allows any health & safety / technology matters to be raised then prioritised to be solved All students, staff and any visitor to the school will feel safe	- Termly fire drills take place to ensure all students are aware of the Emergency procedures. These drills will also include the actual use of EVAC chairs – October 2021 - Any student who requires the use of an EVAC chair have an additional termly practice ensuring all involved are fully briefed on equipment and exit routes - Safeguarding – All staff have read Keeping Children Safe in Education September 2022 - All staff will complete an online module: 'Fire Safety in Education' once every 3 years, and the next time it will be completed is Spring Term 2023. There is also an Educare Module called 'How to be an effective Fire Warden / Fire Marshall' which potentially should be completed by nominated staff - All staff are empowered to email the Site Manager throughout the academic year / an annual classroom audit takes place in the autumn term (Sept/Oct)	Site Team SLT Whole School HLTA Physical Disability CRST Estates Safeguarding
Steps are made to reduce background noise for hearing impaired students or any students who may experience sensory overload	- Students with Hearing Impairments have a SEND provision passport with individualised support strategies and regular information guides e.g., Hearing Loop for bespoke / personalised assistance - Students with hearing impairments are assessed by the Hearing Impairment Team to provide appropriate access arrangements e.g., carpeted rooms, small rooms, use of headphones - Sensory audits are undertaken from / with specialist advice, alongside reviews of seating plan preference (student voice)	Whole School SENCO HLTA Physical Disability External Specialist Services Student Voice

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To maintain close liaison with all specialist services and outside agencies with any student with ongoing medical needs. Close liaison with the new School Nurse position June 2022 / Lead First Aiders – developing improved provision and bespoke care for all	• Please refer to policy “Supporting Students with Medical Conditions” • Wave 2/3 interventions on the Graduated Response are reviewed and implemented on a regular basis • Referrals to the School Nurse • Regular Review of IHCP – Individual Health Care Plans • Referrals to CAMHs; CAMHs CAST; Reach4Wellbeing; Umbrella Pathway, Community Paediatrics, WEST service in school, Senior Mental Health Lead / Trauma Informed practitioner • Chads Grove School training / involvement • JCQ Exam Access Arrangements – so that the impact is that students can be the best version of themselves in any external exam	SENCO School Nurse Lead First Aider Specialist services HLTAs Pastoral Support Staff Sr. Mental Health Lead
To ensure that all RSA Policies consider the implications of Disability Access Arrow Vale will ensure compliance with legislation	• Special consideration / heightened awareness for these policies: ➤ Safeguarding / Child Protection ➤ SEN, Disability & Inclusion Policy / SEN Information Report ➤ Behaviour & Attendance ➤ Anti-Bullying ➤ Admissions ➤ Well-Being, and regular ‘check-ins’ by Key workers ➤ Supporting Students with Medical Conditions – e.g., new catheter and stoma training June 2022 ➤ Educational Visits ➤ Equality Act 2010 / Children and Families Act 2014 / Code of Practice 2015	Whole CRST Trust