


High Grange

Adaptive thinking, Communication, Emotional wellbeing, Independence

Living & learning together		
Accessibility Policy		
Last Update: September 2025	Responsible: Principal	Page: 1 of 18

This policy promotes ACE because;	
	<p>A – Pupils will learn to access the school's ambitious curriculum and adapt to new experiences, new environments, whilst building new friendships and relationships.</p> <p>C – Pupils will communicate if they are having any difficulties accessing any aspect of their education at High Grange School</p> <p>E – Pupils will access a fully inclusive curriculum where they will have the opportunity to thrive</p>

Contents

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. HGS Vision and Commitment
4. The Accessibility Audit
5. Improving Access to the Curriculum
6. Access to the Physical Environment
7. Access to Information
8. Medical and personal care access arrangements for current pupil(s) who attend HGS
9. Staff Development and Training
10. Parent/Carer and Pupil Involvement
11. Monitoring and Evaluation
12. Review Cycle

Statement of intent

This plan outlines how High Grange School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

At present, we do have a pupil who is wheelchair dependent and a pupil who has a hearing impairment. At present, we have no wheelchair dependent parents or members of staff. At present, we do have a small number of parents with visual, mobility and hearing impairments.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The board of governors also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Principal and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- **Equality Act 2010, Schedule 10** – duty on schools to *prepare, publish, implement, review and revise* an accessibility plan covering:
 1. Increasing access to the *curriculum* for disabled pupils
 2. Improving the *physical environment*
 3. Improving the *delivery of information* to disabled pupils
- **Public Sector Equality Duty (Equality Act 2010)** – duty to have *due regard* to eliminating discrimination, advancing equality, and fostering good relations
- DfE (2014) 'The Equality Act 2010 and schools'
- **Education Act 2002** – governing body responsibility for equal opportunities and pupil welfare

- **Ofsted / Independent School Inspectorate (ISI)** frameworks – evaluation of accessibility arrangements
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- **Ofsted / Independent School Inspectorate (ISI)** frameworks – evaluation of accessibility arrangements / independent school standards (ISS)

This plan operates in conjunction with the following school policies:

- Curriculum Policy, Primary policy and Post 16 - sixth form policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Empowering resilience through ACE policy (Behaviour policy)
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

- **Board of Governors:** Strategic oversight of the schools physical environment, the schools curriculum and teaching and the schools assessment policy. The board of governance are responsible for the schools overall compliance for pupil accessibility, inclusion and equality of opportunity. The Governance are responsible for the implementation of this accessibility plan.
- **Principal /Headteacher:** Schools continuous self-evaluation and school improvement. Compliance with independent schools standards. Ofsted inspection toolkit. The Principal and Headteacher will work with all outside agencies in the best interests of each pupil at High Grange School. The schools senior leadership team will work with each placing LA and ensure that legally the school is meeting what is stipulated in pupils Education, Health and Care Plan.

The new independent school inspection toolkit September 2025.

- **Leadership & Governance**
- **Curriculum and Teaching**
- **Achievement**
- **Attendance and Behaviour**
- **Personal Development and Well-being**
- **Inclusion**
- **Sixth Form**
- **Safeguarding**
- Staff training, policies and procedures
- Access to offsite education educational visits, offsite colleges, work experience and the schools alternative provision.

Four main whole school areas for improvement academic year 2025-26

- **Whole school Ethos – ACE + Independence**
- **Trauma informed approach**
- **NAS 'Autism Award'**
- **New Education Inspection Toolkit - HGS strategic approach to the new requirements**

- **SENCO / Exam Officer:** The schools SENCO has responsibility for the implementation of each child's Education, Health and Care Plan. The SENCO will ensure additional interventions are implemented consistently across the school site on a daily basis. Assistive technology, dyslexia and dyscalculia / Literacy and Numeracy intervention, exam access arrangements, multi-sensory learning, autism friendly approaches to learning. Schools reading and writing interventions. The schools SENCO chair annual EHCP reviews where each individual pupils special education needs, outcomes and provision are reviewed. This also takes into consideration student and parent views.
- **Head of Estates:** Responsibility for overall physical environment and making reasonable adjustments to the schools environment to ensure equality of access for all pupils. The Head of Estates and the schools Deputy Head have responsibility for onsite Health and Safety for each individual pupil.
- **Education staff team and the schools Multi-disciplinary Team:** Adjustments in teaching and learning, providing individual pupil support across key therapeutic disciplines including speech and language therapy, occupational therapy and psychology and well-being.
- **School Nurse:** High Grange School has an onsite school nurse who is in school five days a week. The nurse creates individual care plans for each individual pupil. This includes all accessibility requirements for pupils with mobility requirements and pupils who require wheel chair access. The onsite school nurse and health care practitioner administer medication and also support individual pupils personal care needs on a daily basis. The nurse has responsibility and accountability regarding staff training around pupils specific medical needs and personal care needs. The school nurse will ensure all staff have the relevant medical information to support each individual pupil onsite.
- The Wider Education Team and the schools Multi-Disciplinary Team will ensure that each pupil accesses the schools environment, accesses the school's curriculum, access to all lessons and innovative autism friendly teaching and lessons that have multi-sensory learning opportunities. The school will ensure that pupils timetables are individualised and bespoke to each learner with identified support from the schools onsite therapeutic team. Staff will have access to each child's EHCP and other relevant reports that will enable them to provide a curriculum that best supports their individual and identified special education and disability needs.

3. Vision and Commitment

High Grange School is committed to:

- Removing barriers to learning and participation
- Increasing the independence, achievement, and inclusion of all pupils
- Ensuring all our pupils who have a primary diagnosis of autism can access the same high-quality curriculum and facilities as their peers
- Working collaboratively with families and professionals
- Reviewing progress annually and adapting the plan as needed

"A disability" refers to physical, mental health, learning, sensory, communication, or long-term conditions as defined in the Equality Act 2010.

High Grange School Context

High Grange School is an independent day school for children and young people who have an 'autism spectrum condition,' with associated learning, communication, sensory and behavioural difficulties. The school also accommodates pupils who have additional 'mental health difficulties and pupils who have been diagnosed with 'pathological demand avoidance' or 'avoidance tendencies.' Pupils have social interaction, and social communication difficulties and find making, sustaining and repairing friendships difficult and this requires specific support from the schools Multi-Disciplinary Team. Some of our pupils lack imagination and the ability to play and interact at an age-appropriate levels.

Pupils may exhibit behaviours that challenge because of their autism spectrum condition, pupils can display a lack of social understanding and therefore our pupils ability to 'socially think' in different circumstances and environments does not come naturally and there is constant focus on promoting 'social thinking' across the school. Most pupils also have an inflexible thought pattern (theory of mind) whilst finding it difficult to regulate and communicate their feelings and emotions in certain environments and situations. The school has a cohort of high functioning pupils with autism spectrum conditions that are academically able but have unfortunately come from at least one or two (or more) failed educational placements either in mainstream or other specialist schools. Pupil's attendance can fluctuate due to their complexities, diagnosis, and mental health.

High Grange School has a number of pupils diagnosed with 'pathological demand avoidance' and therefore attendance can deteriorate should pupils become anxious about the level of demand placed upon them. The school focuses on harbouring pupil's individual interests and builds on the pupil's clear strengths. The staff pride themselves on building positive, trusting, professional relationships with our pupils that are both honest and respectful. High Grange School rebuilds pupil's self-confidence, self-esteem, self-worth, and self-belief whilst nurturing and guiding pupils towards social, emotional resilience and well-being. Pupils' behaviour and attitudes are positively impacted upon through a clear whole school approach to behaviour management that is guided by the school's investment in 'team teach' as a proactive and reactive approach to supporting and managing pupils 'behaviours that challenge.'

High Grange School is a trauma informed school, and this allows the wider education team and the multi-disciplinary team to support pupils adverse childhood experiences. The school allows pupils to access an ambitious age-related curriculum that gives pupils opportunity to achieve academic and vocational successes. The school allows pupils to work towards greater independence whilst focusing on preparing them to access the wider community with a large focus on working towards adulthood and enabling pupils to transition and make a successful next step in their lives post High Grange School.

High Grange School Site.

The school was purpose built with a low eco-footprint and built to address the needs of children and young people with autism and opened in September 2011. The school offers day placements only. Day pupils travel from various local authorities within a 35-mile radius from the school. High Grange School have a new Therapy Unit that has been built opposite the schools main reception and it has 11 individual therapy rooms, a hydrotherapy pool

and a three-tier soft play area. The therapy unit has two full furnished therapy offices and a PSHE classroom.

The number of key stage 1 and 2 classes is five (November 2023). The main school building accommodates key stage three pupils and there are 4 'middle school' classes on the ground floor. Also, on the ground floor there is a specialist ICT suite. The PE department block is located towards the back of the site where the school has a full-size sports hall, a swimming pool, a 7 a side Astro-turf pitch, a fitness suite and a new sensory integration room now is located above the swimming pool area on the first floor. PE theory lessons in BTEC sport and sports leader, sports volunteers and dance leaders are taught in the bungalow. The school's main staff room, dining room and lower / upper school playground are located on the ground floor along the main corridor. The school also has a sensory garden located at the rear of the middle school playground which the pupils helped design and build with the school staff team and therapists.

On the first floor in the middle corridor key stage 3 pupils and the transition class are located. On the first floor by the back stairs our main sensory integration room is situated as well as our fully furnished post 16 'preparation for adulthood' room. The front of the school on the first floor is dedicated to specific post 14 and post 16 subject rooms. The Mathematics, English, Food Technology, Art and Design, humanities and one post 14 form room are situated. The first floor of the main school building also has 2 middle school classrooms for upper key stage 3 pupils. The school site has two additional learning environments adjacent to the main school building. The 'bungalow' building opposite the front entrance has specialist teaching rooms including Science, Design Technology wood and metal room and two vocational rooms / humanity rooms.

The other learning environment 'pine' has a triple music and music technology room on the ground floor. High Grange School has a sixth form hub. This has enabled our sixth form pupils to have a real sense of identity given the pupils age and stage. The clear aim and focus for our sixth form pupils from this investment in a new post 16 hub is to promote further independence within High Grange School and to reaffirm the school's ambition to enable our older pupils to make successful next steps into adulthood. The school's classrooms and facilities are modern, state of the art, fit for purpose and provide the pupils with the optimum learning environment.

The Accessibility Audit

The Board of Governors and the school's Senior Leadership Team will undertake an annual Accessibility Audit. The audit will cover the following three main areas:

- **Access to the curriculum**
- **Access to the physical environment**
- **Access to information**

The school's Governors and Board of Directors will work together with the school's Senior Leadership Team to ensure all the pupils at High Grange School have equal access, equal opportunities and the school will ensure that pupils do not suffer discrimination and that the school will adhere to the protected characteristics identified in the Equality Act 2010.

Current Accessibility audit.

Access to the Curriculum

High Grange School is an independent specialist school for children and young people with a primary diagnosis of autism. Pupils are aged between 5 to 19 years of age. All pupils across all key stages have full access to all aspects of an ambitious and autism friendly curriculum that incorporates extensive onsite and offsite learning opportunities.

The school ethos is autism specific by its design. It provides a highly specialised and individualised learning environment for children and young people who have an autism spectrum condition. The school provides an environment of high expectation and high achievement whilst focusing on the pupil's individual needs. High Grange Schools ethos has evolved and become more focused upon targeting each pupil's 'autism spectrum condition' and 'quality of life' through the school's whole school ethos **ACE**;

- **A**daptable Thinking
- **C**ommunication Skills
- **E**motional Well-being
- The over arching – fundamental aim is for pupils to become as **INDEPENDENT** as possible.

The curriculum is extensive and ambitious across all key stages. All components of the curriculum allow for pupils to achieve highly individualised outcomes tailored towards their chosen career pathway. Leaders ensure that children and young people access a sequenced curriculum that develops knowledge, skills and understanding across all key stages. Teachers pedagogical knowledge is a real strength of the school, and the schools leadership and management play a pivotal role in achieving this.

The curriculum focuses upon individual pupil progression and meeting the individual SEND as stipulated in each pupil's EHCP. Leaders provide clear vision of what the curriculum aims to achieve for each individual pupil at each stage of their learning. Senior Leaders, subject leads, teachers, teaching assistants and the school's MDT team plan the curriculum to incorporate -

- *Embedded whole school ethos that is interwoven seamlessly into the academic curriculum – impacts on pupils 'quality of life'*
- *Pupils acquire academic knowledge and skills that are lifelong*
- *Access vocational experiences that harbour and further develop pupil interests*
- *Provides therapeutic opportunities that support pupils' emotional and social wellbeing*
- *Allows pupils to focus upon Personal Development*
- *Acquire skills for adulthood whilst establishing clear future pathways and ultimate final destinations*
- *Enhance pupils' self-confidence, self-esteem, self-belief and self-worth*
- *Identifying individual strengths that are linked to future career pathways*
- *Developing and increasing pupils' levels of independence*
- *Allowing pupils to make a positive and purposeful contribution to society*
- *Pupils have access to a high-quality individualised autism friendly curriculum*
- *Pupils have class and individualised visual timetables*
- *Access to the curriculum is fully inclusive*
- *HGS provide highly structured lessons that flexibly adapt to individual needs*

- Use evidence-based autism practices: visual supports, chunking tasks, space repetition, now and next, choice of task, resources that are individualised to pupil interests
- Pupils have access to calming rooms to promote regulation. Pupils are allowed to access movement breaks, and the comprehensive fully equipped therapy unit supports pupils well-being.
- Pupils can achieve academic qualifications including entry levels, functional skills, Btec's, GCSE's, AS levels and A levels.
- Pupils have individualised access arrangements to support engagement and attendance to lessons.

There is an extensive academic and vocational curriculum offer that is supported by high quality and highly trained education staff. The schools Multi-Disciplinary Team support the academic and vocational curriculum offer by interweaving social, emotional, and personal development opportunities seamlessly that meet individual pupil needs and provide exceptional outcomes that change pupils and families lives. High Grange Schools Quality of Education is unique, and statistics demonstrate that the school is reversing national trends for children, young people, and adults with autism in terms of final destinations.

Additional curriculum environmental strengths.

- Small class sizes. Academic and vocational lessons have a maximum of six pupils across key stages 1-3. Key stages 4 and 5 pupils have small core and option groups that are typically six pupils or less.
- High level of staff support. High Grange School 28 teachers, 55 teaching assistants and a multi-discipline team that has over 18 therapists onsite. The staff are exceptionally well qualified.
- Purpose built school for children and young people with autism. It has exceptional facilities including a brand-new MDT block that has 11 therapy rooms, a three-tier soft play and a hydrotherapy pool. In addition, the school has two Sensory integration rooms that are fully equipped, specific speech and language and psychology and well-being rooms. The school has large primary units that have break out rooms and areas that support the curriculum.
- The schools has a specialist computer suite, three music rooms that include a Music Technology room, a Science room, a Food Technology room, a Design Technology wood and metal room, an Art and Design room, a Preparation for Adulthood classroom, a sports Hall, a fitness suite, a swimming pool, a hydrotherapy pool and an outside seven a side astroturf. The school has spacious classrooms across all subject areas across all key stages. The school also has a sensory garden and spacious outside areas.

5. Improving access to the curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
Further develop autism friendly approaches and practises within the classroom. HGS working towards gaining	Review current classroom and environment. Ensure display boards and information is presented in an	2025-26 academic year. NAS to complete inspection in summer 2026.	Headteacher Matthew Cottrell and Chris Horne lead teacher.	HGS to attain NAS 'autism award' and improve their autism friendly practises within the classroom environment.

the NAS autism award	autism friendly way.			
HGS literacy and numeracy specialist provide whole school staff training for education staff on Multi-sensory learning.	Staff to provide multi-sensory activities in the classroom that can promote learning and engagement.	Implement throughout the academic year 2025-26.	Teachers, teaching assistants and therapists.	Pupils build knowledge, skills and understanding in a multi-sensory approach allow pupils to learn in different ways.
School leaders to implement instructional coaching approach to enhance teachers CPD.	Leaders implement instructional coaching sessions that support teacher CPD	2025-26 and 2026-27 academic years.	Headteacher Matthew Cottrell	Teachers will identify areas of strength and focus upon clear areas of development regarding their teaching practise. The quality of teaching at HGS will continuously improve.
Academic and vocational subject development review(s)	All academic and vocational subjects will be reviewed within a two-year cycle. There will be clear actions stipulated for improvement.	2025 – 2027 academic years	Principal Head-teacher	HGS academic and vocational curriculum is continuously and rigorously reviewed. This ensures that the schools SLT and subject leads are ensuring that the curriculum is exceptional enabling our pupils to access an exceptional curriculum. This will enhance the pupils opportunity to build their knowledge, skills and understanding across all academic and vocational areas.
New sixth form provision. Brand new build.	HGS will expand their sixth form curriculum offer. This will expand the schools ambitious curriculum. Pupils will have wider vocational and academic pathways to	2025- 2027 calendar years.	Board of governors and directors. Principal Gavin Spicer	Pupils will have access to an autism friendly purpose built sixth form provision. The school's curriculum offer will focus upon providing further academic and vocational

	choose from when they reach year 12.			courses that will enhance pupil personal pathways in terms of careers post HGS.
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6. Access to the Physical Environment

HGS are committed to ensuring all pupils have equal access to the Physical Environment at High Grange School. The school has a robust assessment process prior to a pupil being placed at High Grange School. This incorporates an assessment of all diagnoses, access requirements, medical conditions, individual reasonable adjustments that support access to the whole school curriculum both onsite and offsite. The school is able to provide access for all pupils, parents, carers and visitors.

Target	Strategies	Timescale	Responsibility	Success criteria
HGS is working towards the NAS 'autism award'	HGS is working towards gaining the national autistic society award and have had a pre inspection review of the schools physical environment. HGS is reviewing how the physical environment can be further improved in terms of being 'autism friendly'	Academic year 2025 -26	Head Teacher NAS lead teacher	HGS are making adaptations to classrooms /corridors ensuring display boards are uniformed in terms of font / font size / colour / background. HGS are looking at reducing information in classrooms to ensure the environment is not overwhelming. Multi- sensory learning environment. HGS are evaluating how the curriculum is taught making adaptations that will support pupils learning.
High Grange School will provide ramps across the school for smoother wheelchair access.	High Grange School have further pupils on roll that require wheel chair access.	Academic year 2025 – 26	Head of Estates Deputy Head	Ramps to be installed externally across all drop curbs, this will allow pupils to have greater independence when making transitions across the school. HGS will also acquire more lift keys so each pupil will have ready access to lifts placed in the main school building and in the MDT unit.

Ensure all pupils who are wheel chair users can be safely evacuated in an emergency situation.	Improve the existing system in enabling a safer evacuation for pupils who are wheel chair users.	Academic year 2025-26	Deputy Head	<p>All wheel chair users have their PEEP's updated to stipulate they can evacuate the school building(s) via an EVAC mat.</p> <p>Staff are trained in how to support pupils evacuate the school building in an emergency from the first floor(s) across the school.</p> <p>Fire training will present staff with different real life emergency situations and scenarios that test the knowledge and decision making of staff who are supporting the schools most vulnerable pupils.</p>
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired pupil(s) and visually impaired pupil(s)	<p>The school have employed a teacher of the deaf to support FG.</p> <p>The TOD and the schools SENCO will review all environments onsite and offsite where FG accesses and HGS will make necessary adjustments to the school environment as stipulated in the EHCP.</p>	2025-26	<p>Deputy Head</p> <p>SENCO</p> <p>Teacher of the Deaf</p>	<p>All children have access to the appropriate environment. HGS has a Teacher of the Deaf (TOD) employed for pupil FG. This level of support enables HGS to assess the acoustics in different classrooms in the school. HGS has also invested time / support and money into 'radio aids' to support FG's cochlear implants.</p> <p>HGS will visit FG work experience placement – which is a dog grooming provision and ensure FG has full access to all provision and facilities. HGS will ensure it is 'deaf friendly'</p>

7. Access to Information.

High Grange School will ensure the schools provides information for pupils, staff, parents, carers and visitors taking into account individual needs and requirements where possible. High Grange School will ensure all communication is accessible to children and young people, families, and staff with autism.

High Grange School will provide information in visual, autism friendly, or alternative formats as required. The school will use assistive technology to enhance pupils access to information.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Present information in a more 'autism friendly way' implementing recommendations from NAS visit.	Break information into short, manageable chunks (chunking) Provide key messages using visual supports, such as: <ul style="list-style-type: none"> • Pictures • Timelines • Social stories • Colour-coded instructions • Provide pupils work with coloured overlays • Now and next visual guides 	Academic year 2025-26	Headteacher SENCO Literacy and numeracy intervention specialist Dyslexia and dyscalculia HGS school MDT team – SaLT, OT's and Psychology and well-being therapists	HGS will provide information for academic and vocational lessons in a suitable format that can enhance individual learning outcomes. HGS therapy team / intervention specialists will provide information and activities in a suitable format that can support pupils to enhance their knowledge, skills and understanding.
Minimising Demand and reducing anxiety for pupils with PDA and avoidance tendencies	Present information as choices, invitations, or collaborative problem-solving, rather than direct demands. Use indirect language ("I wonder if...", "Shall we try...", "Would you like to...?"). Offer preview information to minimise uncertainty about routines, changes, and expectations.	Academic year 2025-2027	Training co-ordinator SENCO Principal Head Teacher Wider education team and MDT	Enhance pupil attendance and engagement in lessons across all key stages by adapting to pupils individual needs / individual interests. Present information in an autism and PDA friendly way. Enhance staff knowledge, skills and understanding through specific PDA training to improve teaching within across the curriculum

Supporting Mental Health and Emotional Regulation in a trauma informed approach. **HGS is a trauma informed school.	<p>HGS will implement the schools trauma informed approach to support our pupils with mental health and adverse childhood experiences.</p> <p>HGS implement the PRRR Model</p> <p>Protect</p> <ul style="list-style-type: none"> • Staff ensure warm greetings in all areas of the school. • Leaders ensure are trained in warm, empathetic, playful, and curious modes of interaction (PACE). • Staff ensure that the classroom area is physically safe and welcoming for pupils. • Staff eliminate potential sources of harm or triggers in the environment, such as loud noises or overwhelming stimuli. Ensure there are clear pathways for pupils to enter and exit the meet-and-greet space without feeling trapped. • We provide appropriate space for pupils to express their emotions if needed. • Staff recognise and validate the feelings of pupils during the meet and greet process, 	Academic year 2024-2027	<p>Principal</p> <p>Headteacher</p> <p>Head of Personal development / PSHE and mental health first aid lead / Assistant Head</p> <p>Head of Therapy</p> <p>Whole education and therapy team at HGS</p>	<p>HGS will provide a high-quality trauma informed environment for children and young people with autism and associated complexities. All pupils have suffered at least one ACE. HGS will ensure pupils daily educational experience is delivered in a trauma informed environment where their emotional well-being is prioritised.</p>
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	<p>creating an atmosphere of emotional safety and trust.</p> <p><u>Relate</u></p> <ul style="list-style-type: none"> • Staff are committed to enabling positive self-perception and relationships. • All children and young people have relational opportunities with emotionally available adults. • All staff in class are responsible for greeting and welcoming pupils each day. • Staff develop positive, supportive relationships with each student, taking time to learn about their interests, preferences, and individual needs. • Staff establish daily rituals and routines that signal the start of the school day, creating a sense of predictability and structure. <p><u>Regulate</u></p> <ul style="list-style-type: none"> • Staff use relational interventions to bring down stress hormone levels. • Staff implement evidence-based interventions to 			
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	<p>repair psychological damage has been caused by traumatic experiences.</p> <ul style="list-style-type: none"> • Leaders prioritise emotional well-being and regulation of staff. • Staff recognise and respond to signs of emotional dysregulation in pupils during the meet and greet process. • Staff provide tools and strategies for pupils to self-regulate, such as deep breathing exercises or sensory breaks when needed. • Staff offer positive reinforcement and praise to pupils for their participation in the meet and greet, emphasising their strengths and resilience. • Staff use a strengths-based approach to acknowledge their presence and readiness for the school day. <p><u>Reflect</u></p> <ul style="list-style-type: none"> • Staff engage in good listening, dialogue, empathy, and understanding 			
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	<p>and seek training on this.</p> <ul style="list-style-type: none"> • Staff reflect on incidents, discuss alternatives, provide choices, and discuss feelings. • Staff are mindful of creating a secure and trusting relationship with each student. • Staff implement daily routines that remain consistent, offering a reliable and secure structure for pupils. • Staff ensure that changes to routines are communicated well in advance and with sensitivity to any potential anxiety it may cause, giving the who, what, why, when, where and how. 			
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8. Medical and personal care access arrangements for current pupil(s) who attend HGS

HGS have a full time Nurse and Health Care Assistant to support pupils medical and personal care needs. Medication administration is a daily requirement at HGS. The school nurse has responsibility for administering medication and training staff to support the medication administration on school site.

Pupils current identified medical and personal care needs at HGS.

- One pupils at HGS has a diagnosis of POTS, Chronic pain and Chronic pain syndrome. At times during the school day, this pupil will require the use of a wheel chair when fatigue and pain becomes overwhelming. Staff are trained in the use of the wheel chair, so they are able to support this pupil appropriately. If this pupil needs to use the stairs,

this pupil has their own walking stick provided by home which she will also use around school.

- Another pupil has a diagnosis of Function Neurological Disorder (FND) and hypermobility of joints. Typically, this pupil is able to move around school independently however there may be times where they struggle with pain, weakness or movement problems, so a wheelchair must be accessible for them to use when required.
- Another pupil is profoundly deaf and has cochlear implants. It is important that all lights in the corridors are switched on during the school day, so this pupil is able to lip read and communicate with people that are supporting them. Some staff at HGS are BSL trained to further support communication. This pupil has access to a deaf peer group role model twice a week and is learning BSL level 2 whilst also gaining support from a teacher of the deaf to support their needs.
- Four pupils at HGS require personal care during the day. These students access a room upstairs in the key stage 1 and 2 primary division where there is a changing table and all items required to conduct necessary personal care support. Two staff members MUST be present when conducting personal care. One for changing and one for supervising.
- One pupil at HGS needs access at all times to the disabled toilet in the swimming pool for her catheterisation. This is completed 3 times a day: 10:00, 12:30 and 15:00. Allocated staff have a key for the toilet. Staff are specifically trained to support this pupils needs. This pupil uses the disabled toilet for showering after swimming and to get changed before and after swimming. Two staff are present at all times with catheterisation and changing after swimming.

9. Staff Development and Training

- Regular weekly CPD in curriculum meetings. (Please refer to whole school training programme)
- External CPD specific to role.
- Performance management, supervision, annual appraisal, academic board, teacher phases, instructional coaching, learning walks, book looks are implemented consistently across the school.
- Five days a year the school welcome their school improvement partner to HGS. SLT provide the focus for these visits. This supports the schools ambitious approach to continuous improvement.
- Mandatory training is provided for all staff. Non mandatory training is provided where staff can choose which CPD training sessions best meets their professional development.

10. Parent/Carer and Pupil Involvement

- Rigorous initial assessment process to ensure HGS can best meet pupil SEND.
- Parent information pack is completed for all parents / carers prior to the pupil starting at HGS.
- Annual EHCP reviews
- Parent pathway partnership. Our psychology and well-being team provide additional support to parents / carers.
- Parent training is delivered on school site or virtually at least termly.

- Parent liaison officer. HGS have two parent liaison officers to support communication between home and school. This supports transition into the school and on-going reasonable adjustments to support individual pupil needs.
- Weekly news bulletin. Termly newsletter.
- Coffee mornings
- Parent evenings
- Enrichment activities and events.

11. Monitoring and Evaluation

- HGS SLT to monitor implementation of strategies and effectiveness of adaptations.
- Annual review of accessibility arrangements.
- Use of learning walks and pupil observations to assess the environment.
- Regular health and safety meetings with a focus on accessibility.
- Feedback from pupils and parents to inform future planning.

12. Review Cycle

This Accessibility Plan will be reviewed annually, or more frequently if required by changes in legislation or pupil needs.