

# Single Accessibility and Equality Plan

## Evelina Hospital School



**Approved by:** Full Governing Body

**Date:** 15<sup>th</sup> March 2021

**Last reviewed on:** May 2022 (SLT)

**Next review due by:** May 2025

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## 1. Aims

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

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This is what we mean by our mission statement which states that:

*We provide an outstanding personalised education for all pupils, so that they can achieve positive educational outcomes and feel valued, nurtured and respected.*

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Advice and support can be found on the Southwark Schools website

<https://schools.southwark.gov.uk/pshe-healthy-schools/diversity-equalities-2>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including school staff and governors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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 and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

**3. Action plan:** This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice</i>	<b>Objectives</b> <i>practice under development</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Resources for teaching the sensory curriculum are to hand in classrooms and ward resources</p> <p>Visual impairment resources</p> <ul style="list-style-type: none"> <li>• Braille stickers</li> <li>• High contrast stickers</li> <li>• Accessibility tools on Microsoft</li> <li>• Headphones</li> <li>• Visualisers</li> <li>• Audiobooks</li> </ul> <p>Physical</p> <ul style="list-style-type: none"> <li>• Tables with adjustable heights</li> <li>• ‘Switches’ to indicate answers</li> <li>• Widgits / communicate in print</li> </ul> <p>Hearing impairment</p> <ul style="list-style-type: none"> <li>• Makaton sing and sign</li> </ul> <p>Sensory stories</p>	<p>Develop a sensory curriculum alongside the core curriculum, drawing on current staff expertise</p> <p>Train staff in using the resources and planning that is developed</p> <p>SEN lead induct new staff in current good practice</p> <p>Increase staff awareness</p>	<p>Improve accessibility software.</p> <p>Improve Students/Parents IT skills with using accessibility tools.</p> <p>Train some members of staff in British Sign Language.</p> <p>Engage in computing sessions safely.</p> <p>Improve text for SEND understanding</p> <p>Timetable SEND planning and training into in-house curriculum CPD</p> <p>Store with clear labelling for staff</p>	<p>SLT</p> <p>SLT oversee</p> <p>SLT oversee</p>	<p>Forms part of our practice – continually assessed</p> <p>Review to maintain standards in any move</p> <p>Interim school relocation 2021-2023</p> <p>New build 2024-2025</p>	<p>Sensory curriculum packs available</p> <p>Staff trained in using packs including how they relate to engagement profile</p> <p>New resources ordered to support curriculum delivery, stored in an accessible way for staff</p> <p>Carried over to interim location and planned for in expansion</p>

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Increase access to the curriculum for pupils with a disability (contd)	<p>Dyslexia friendly books in place</p> <p>SEND computing software in use to support pupils with additional communication and interaction needs</p> <ul style="list-style-type: none"> <li>• Pupil passports for (info from parents and home schools) outlining what works well with the pupil, how they communicate and any dislikes</li> <li>• Contact with home schools re: any assessment or info</li> <li>• Contact with home schools re: what is being worked on there</li> </ul> <p>AI robots bought to allow pupils to participate in lessons in their home schools while they are in hospital</p>	Increase staff awareness	<p>CPD identified and cascaded</p> <p>Store with clear labelling for staff</p> <p>CPD identified and cascaded</p> <p>Relevant training for staff to meet pupil needs</p> <p>Ensure close liaison with the Trust hospital expansion</p> <ul style="list-style-type: none"> <li>• Planning stages</li> <li>• Interim</li> <li>• New build</li> </ul> <p>CPD training in conjunction with Trust OT dept re: neurodiversity disability awareness</p>		<p>July 2021 and addressed in any interim and new build</p> <p>2021</p> <p>2021/2 - 2025</p> <p>2025</p> <p>Annually</p>	Carried over to interim location and planned for in expansion

Aim	Current good practice <i>Include established practice</i>	Objectives <i>practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The school classrooms are accessible, being on one level.</p> <p>Furniture can be used flexibly e.g. table height adjusted</p> <p>There is room to move furniture to one side to accommodate different needs e.g. wheelchairs</p> <p>Electronic screens for teaching have adjustable heights</p> <p>Plugs in the floor allow staff to plug in medical equipment as required</p> <p>Entrances are wide enough for wheelchair users</p> <p>The school has access to an accessible toilet</p>	<p><u>Short term</u> Discuss size of screens in use on ward (some pupils need bigger screens)</p> <p><u>Medium term</u> While only teaching on the wards due to Covid restrictions, ensure ward resources are suitable for personalized learning.</p> <p>Find ways to create less busy spaces in the classroom for pupils with sensory needs e.g. autism (stimulation free zone)</p> <p><u>Long term</u> Continue to review and update equipment as there are advances in technology and furniture options</p>	<p>Review and allocate resources</p> <p>Ensure good handover information between staff if more than one person teaches pupil</p> <p>SEND team review and purchase resources as appropriate</p>	<p>SLT</p> <p>SEND and Atrium lead teachers</p> <p>SLT oversee</p> <p>All</p> <p>All staff</p>	<p>Review to maintain standards in any move</p> <p>Interim school relocation 2021-2023</p> <p>New build 2024-2025</p>	<p>Staff report improved experiences for pupils</p> <p>All staff know procedures and where pupil info is stored</p> <p>Access to the physical environment improved and maintained</p> <p>Carried over to interim location and planned for in expansion</p>

Aim	Current good practice <i>Include established practice</i>	Objectives <i>practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment (contd)</p>	<p>There is a sensory tent for pupils needing a more enclosed space</p> <p>There are systems in place for ward teaching which allow for personalized learning including suitable resources</p> <p>The MIS includes a ‘pastoral’ drop-down, ways to indicate needs, space for notes and liaisons</p> <p>Handover meetings allow for information to be shared</p> <p>Attendance at Savannah neuro and other weekly MDT meetings is a source of information for pupils have neurological conditions</p>	<p><u>Short term</u> Discuss size of screens in use on ward (some pupils need bigger screens)</p> <p><u>Medium term</u> While only teaching on the wards due to Covid restrictions, ensure ward resources are suitable for personalized learning.</p> <p>Find ways to create less busy spaces in the classroom for pupils with sensory needs e.g. autism (stimulation free zone)</p> <p><u>Long term</u> Continue to review and update equipment as there are advances in technology and furniture options</p>	<p>Maintain in good condition</p> <p>Consider sensory needs in interim setting and new build as Trust expansion proceeds</p> <p>Continue to buy and use furniture that facilitates flexibility in meeting individual needs</p> <p>Ensure there is space in the classrooms for additional medical staff to support pupils in lessons e.g. mental health support workers, nurses and other staff with relevant training for specific medical equipment e.g. trachea trained staff</p>	<p>Classroom staff</p> <p>SLT</p> <p>Relevant staff as needs arise</p> <p>SLT and Trust</p> <p>SLT oversee</p>	<p>Review to maintain standards in any move</p> <p>Interim school relocation 2021-2023</p> <p>New build 2024-2025</p>	<p>Carried over to interim location and planned for in expansion</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Contact with home schools re: any specialist equipment used by the pupil</p> <p>Planning on the basis of our observations and info from parents and home schools</p> <p>Continually update training</p> <p>Liaise well with Trust staff</p> <p>Attend multi-disciplinary team meetings</p> <p>Liaison with home schools re: any equipment used in school is considered for LT pupils</p>	<p>See above for training and resourcing</p> <p>Explore ways systems and equipment used in home schools can be substituted here</p> <p>Continue to work with OT teams to share suitable equipment</p> <p>Continue to work with Trust teams such as the psychology team to ensure pupils' mental health needs are supported</p>	<p>SEN specialists on staff look at the engagement profile and how it could work better at EHS</p> <p>SEN specialist staff look at programmes such as Sounds of Intent as a useful tool for teaching children not working on subject specific learning</p> <p>Review existing resources and add planning</p> <p>Revive 7 sentence stories</p> <p>Include sensory curriculum for these pupils in the training cycle</p>	<p>SEND lead with link teachers</p> <p>SLT oversee</p>	<p>Continually reviewed</p> <p>Review to maintain standards in any move</p> <p>Interim school relocation</p> <p>2021-2023</p> <p>New build</p> <p>2024-2025</p>	<p>Improved delivery</p> <p>Carried over to interim location and planned for in expansion</p>

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Pastoral and Curriculum Committee.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy