



Accessibility and Equality Plan

Evelina Hospital School

| | | |
|----------------------------|--------------------------------|-------------------------------|
| Approved by: | Full Governing Body | Date: 10 February 2026 |
| Last reviewed on: | 12 th December 2025 | |
| Next review due by: | Autumn 2028 | |



Contents

| | |
|------------------------------------|---|
| 1. Aims | 2 |
| 2. Legislation and guidance | 2 |
| 3. Action plan..... | 3 |
| 4. Monitoring arrangements | 8 |
| 5. Links with other policies | 8 |

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.

| Aim | Current good practice Include established practice | Objectives practice under development | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|---|--|---|-----------------------------|---|
| To increase access to the curriculum for pupils with a special educational need or disability. | <p>The school provides a broad, balanced and appropriately differentiated curriculum that meets the needs of all pupils, including those with SEND.</p> <p>Teaching staff use a range of tailored resources to support pupils to access learning effectively.</p> <p>Curriculum materials are inclusive and reflect diversity, including positive representation of people with disabilities.</p> <p>Pupils with additional needs have clear, personalised targets that are reviewed regularly and aligned with EHCP outcomes where appropriate.</p> <p>Widget Go is used consistently to support pupils with speech, language and communication</p> | <p>To ensure the curriculum increasingly reflects the protected characteristics outlined in the Equality Act (2010).</p> <p>To further embed adaptive teaching as a consistent and high-quality practice across all subjects and phases.</p> <p>To continue to strengthen staff confidence and expertise in the use of assistive technology and communication strategies.</p> | <p>Review and adapt curriculum planning to ensure inclusive language, representation and reasonable adjustments are embedded consistently.</p> <p>Provide regular, targeted professional development focused on adaptive teaching and SEND pedagogy.</p> <p>Monitor classroom and ward practice through learning walks and observations to ensure adaptive strategies are consistently applied.</p> <p>Continue to invest in adaptive teaching resources, including assistive technology, sensory equipment and communication tools.</p> <p>Audit and update sensory, visual and hearing impairment resources to</p> | Subject Leads, Link Teachers and SEND Lead. | September 2028 | Pupils with SEND access the full curriculum and make good progress from their starting points. Adaptive teaching is consistently embedded, assistive technology is used effectively, curriculum materials reflect equality and diversity, and pupils and parents report positive experiences of inclusion and access. |

needs through communication boards, books and visual aids.

Sensory curriculum resources are readily available within classrooms and ward areas.

A range of specialist resources are in place to support pupils with special needs, including Living Painting Books, Microsoft accessibility tools, audiobooks, adjustable tables, switches and headphones.

Support for pupils with a hearing impairment includes the use of Makaton signing and sign-supported communication.

Dyslexia-friendly texts and resources are available to support reading access.

Pupil Communication Profiles are used to capture key information from parents and home schools, including communication methods, preferences and effective strategies.

Effective liaison is maintained with home schools to share assessment

ensure they remain effective and accessible.

Maintain regular communication with parents and home schools to ensure continuity of learning and provision.

Evaluate and develop the use of AI technology to reduce barriers to learning and maintain curriculum continuity.

information, curriculum priorities and safeguarding.

AI-enabled robots are used to enable pupils to access lessons in their home schools while receiving hospital education, where appropriate.

Staff receive training in adaptive teaching strategies and inclusive classroom practice.

Adaptive teaching resources are purchased and reviewed in line with pupil need.

| Aim | Current good practice Include established practice | Objectives practice under development | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|---|---|--|--|-----------------------------|--|
| To improve and maintain access to the physical environment for pupils with a special educational need or disability. | <p>All classrooms are fully accessible, with teaching spaces located on a single level, ensuring ease of movement for pupils.</p> <p>Classroom furniture is flexible and adaptable, including adjustable-height tables, enabling staff to meet a wide range of individual physical needs.</p> <p>Classroom layouts allow sufficient space for furniture to be repositioned to accommodate mobility aids such as wheelchairs.</p> <p>Electronic teaching screens are height-adjustable, ensuring learning materials are visible and accessible to all pupils.</p> <p>Floor-level power points support the safe use of medical and specialist equipment within teaching spaces.</p> <p>Entrances and internal circulation routes are sufficiently wide to enable independent access for wheelchair users.</p> | <p>To ensure the physical environment remains fully accessible and responsive to the changing needs of pupils with SEND.</p> <p>To strengthen consistency in how physical adaptations and reasonable adjustments are implemented across all teaching and ward-based settings.</p> <p>To maintain compliance with the Equality Act (2010) through proactive review and planning.</p> | <p>Undertake regular audits of the physical environment to identify any barriers to access and address these promptly.</p> <p>Ensure adjustable furniture and specialist equipment are available and used effectively to meet individual pupil needs.</p> <p>Use handover meetings to consistently communicate pupils' physical and accessibility needs to all relevant staff.</p> <p>Liaise with healthcare professionals, parents and home schools to ensure environmental adaptations are appropriate and timely.</p> | Health and Safety Officer, Link Teachers, SEND Lead. | September 2028 | The physical environment is fully accessible, safe, and responsive to pupils' needs. Reasonable adjustments are implemented consistently, audits confirm Equality Act compliance, and pupils can access learning independently and with dignity. |

The physical environment is adapted promptly and responsively in line with individual pupil needs.

The school has access to appropriate accessible toilet and changing facilities.

Ward-based teaching is available for pupils enabling personalised learning environments.

Regular handover meetings with medical staff and the School Team ensure that relevant information regarding pupils' physical and medical needs is shared consistently and accurately.

| Aim | Current good practice Include established practice | Objectives practice under development | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|---|---|--|---------------------------|-----------------------------------|--|
| To improve the delivery of information to pupils with a special educational need or disability. | <p>The school adopts an inclusive, communication approach to ensure that pupils with SEND can access learning, routines, and wider school information.</p> <p>This includes:</p> <p>A total communication approach, enabling pupils to access information through spoken language, sign, visuals, symbols, and assistive tools.</p> <p>Use of Makaton sign and sign-supported communication, particularly to support pupils with hearing impairment and communication needs.</p> <p>Clear internal signage, supported by visuals and symbols, enabling pupils to navigate the school environment independently.</p> <p>Large-print and adapted resources, provided where required to remove barriers to learning.</p> <p>Pictorial and symbolic representations embedded across</p> | <p>To further improve consistency and confidence in the use of Makaton across all staff.</p> <p>To strengthen the use of pupil voice so that pupils with SEND can meaningfully contribute to decisions about their learning and school experience.</p> <p>To ensure communication strategies are embedded, evaluated, and adapted in response to pupils' needs.</p> | <p>Provide ongoing refresher training in Makaton and inclusive communication strategies for all staff.</p> <p>Use visual supports and prompts consistently within teaching sessions (where appropriate) to support independence.</p> <p>Work in partnership with the SEND Participation Officer to ensure pupils' views are captured meaningfully and influence planning and provision.</p> <p>Regularly monitor and evaluate communication strategies through observations, staff feedback, and pupil engagement.</p> <p>Maintain strong communication with parents, home schools, and health professionals to ensure provision remains effective and responsive.</p> | Link Teachers, SEND Lead. | September 2028 | Pupils with SEND are supported to access information in ways appropriate to their individual communication needs. Staff use inclusive communication strategies consistently, including Makaton and visual supports. Pupil voice is captured through accessible methods, informs planning, and communication approaches are regularly reviewed and adapted. |

all areas of the National Curriculum, supporting comprehension and retention.

Widget Go visual communication software embedded across the school to support understanding and independence.

Individual communication passports, ensuring staff understand how best to communicate with each pupil and enabling consistent practice.

Planning informed by assessment, observation, parental views, and information from home schools, ensuring provision is responsive and personalised.

Effective liaison with home schools to ensure continuity of communication approaches and specialist equipment.

Regular multi-disciplinary team meetings and collaboration with hospital staff to support pupils' needs holistically.

Staff who are trained, reflective, and experienced in inclusive communication strategies.

Review and update communication profiles regularly to reflect pupils' evolving needs.

Ensure all staff receive induction training on inclusive communication and pupil voice approaches used within the school.

4. Monitoring

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