



Children's Hospital School

Accessibility Plan

Date of
Approval:

02/12/2024

Approved by:

Headteacher

Date of next
review:

02/12/2027

Signed:

Stephen Readman

ACCESSIBILITY PLAN

Accessibility Plan

Our Accessibility Plan follows the local authority's guidelines and aims to:

- increase the extent to which disabled students and young people can participate in the school curriculum
- improve the physical environment of the school, in order to enable disabled students and young people to take advantage of education and associated services
- enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties
- ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account

Impact Assessment

The Executive Headteacher is responsible for monitoring the impact of the Accessibility Plan and reporting to Full Governors on an annual basis.

Responsible Persons

Senior Member of Staff Responsible: Mr Stephen Deadman

Designated Member of Staff (SENCO): Mr Stewart Scragg

SEN link Governor: Mrs Nikki Igoe-Wykes

Reviewing / Monitoring

The action plan will be reviewed and monitored by the School Leadership Team and Governors annually.

Checklist for school Leadership Team and Governors

- Is information collected on disability with regards to both students and staff? Is this information used to improve the provision of services?
- Is student achievement monitored by disability. Are there trends or patterns in data that require additional action?
- Are disabled students encouraged to participate in school life?
- Is bullying and harassment of disabled students and staff monitored and is this information used to make a difference?
- Is the school environment as accessible as possible to students, staff and visitors to the school? Are Parents' Evenings and other events which parent or carers attend held in an accessible part of the school ?
- Is information available to parents, visitors, students and staff in formats which are accessible if required?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Accessibility Plan 2024- 2027

- 1. Vision statement**
- 2. Aims and Objectives**
- 3. Current good practice**
 - a. Physical Environment**
 - b. Curriculum**
 - c. Information**
- 4. Access Audit**
- 5. Management, coordination and implementation**
- 6. Action Plan**

1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot lawfully discriminate against students because of sex, ethnicity, disability, religion and sexual orientation'. According to the Equality Act 2010 a person has a disability if:

- a) They have a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body.

At The Children's Hospital School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for lifelong learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. The Children's Hospital School Accessibility Plan has been developed by a collaboration of the views and information provided by the Local Authority, students, parents, staff and governors of the school. This document is used to advise and support other planning documentation and policies of the school. The plan provides a projected plan for three-year period.
2. The Accessibility Plan is structured to complement and support the school's equality objectives and will similarly be published on the schools website. We understand that the school will be monitored by the Local Authority under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance of that duty.
3. The Children's Hospital School is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Children's Hospital School's Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- a. Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied students; this covers teaching and learning and the wider curriculum of the school such as participation in vocational, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 - b. Improving and maintaining access to physical environment of the school, adding specialist facilities if necessary – these cover improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - c. Improve the delivery of written information to students, staff, parents and visitors with disabilities; example might include hand-outs, timetables, textbooks and information about the school and events. The information should be made available in various preferred formats with a reasonable timeframe.
5. The Children's Hospital School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The accessibility plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering the plan in order to inform the development of a new Accessibility Plan for the ongoing period.
8. Equality Impact Assessments will be taken as and when school policies are reviewed. The terms of reference for all Governors' committees will include the need to consider Equality and diversity issues as required by the Equality Act 2010.
9. The Accessibility Plan will be published on the school website.
10. The Accessibility Plan will be monitored through the Finance, Premises and Personnel Committee.
11. The school will work in partnership with the Local Authority in developing and implementing the accessibility plan.
12. The Accessibility Plan may be monitored by Ofsted during inspection process in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Ensure equal access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

Our objectives are detailed in the action plan below.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents, carers and staff. For parents and carers of children already at the school, we collect information on disability as part of the school's data collection process.

Physical Environment

Disabled students participate in extra-curricular activities. Some aspects of extra-curricular activities may present particular challenges, for example lunch and break times, social interaction, accessing school trips for students with medical needs. Willow Bank School has undergone refurbishments (2012 BSF programme) in line with DDA requirements meaning that the school is accessible for all students with a disability. Other school bases are accessible to all students.

Curriculum

There may be areas of the curriculum that disabled students may have limited access too. Some areas of the curriculum present challenges, for example PE for students with physical impairments or science and technology for students with visual impairments. The school will provide additional support and adapted resources to allow students to access the whole of the curriculum as best it can.

Information

The school is able to adapt communication to suit the needs of its disabled students in order for them to be able to express their views and opinions. Access to information is provided in a variety of formats allow access for students, parents and staff.

4. Access Audit

The school is a single storey building with wide corridors, the doors within school are wide allowing for wheelchair access. Doors which may be too heavy for disabled students to open have the facility to be held open to allow ease of access.

Onsite parking at the school includes ample parking for staff and visitors. There are also dedicated spaces for disabled students, staff and visitors. There is a walkway to the main reception which allows wheelchair users appropriate access to the building. The reception lobby has automatic doors and a low-level reception hatch making it accessible to wheelchair users.

Willow Bank School is equipped with three fully accessible toilets (Main School, Shower Room and Modular Classrooms) along with two student accessible toilets.

Magpie Learning Centre has one accessible toilet and Phoenix Learning Centre has access to an accessible toilet on the same floor. Lifts are also available at Phoenix Learning Centre.

All of these areas are fitted with handrails and a pull emergency cord system.

The school's emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

- We will consult experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

6 Action Plan

Aim 1: To increase the extent to which disabled students can participate in the school curriculum.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To review all statutory policies to ensure that they reflect inclusive practice and procedures	To comply with the Equality Act 2010	Annually or as required	EHT SLT Governing Body	All policies clearly reflect inclusive practice and procedures.
	To establish and maintain close liaisons with outside agencies for students with ongoing health needs.	To collaborate between key personnel for the student.	As required	EHT Teachers /TA's Outside agencies	Effective relationships established.
Medium Term	To develop the Education, Health Care Plans to support pupils with disabilities	Ensure that disabilities are identified at the earliest opportunity to ensure correct provision is put in place.	Weekly processes	EHT Referrals Panel Teachers /TA's Outside agencies	All students' disabilities are identified and process in place to ensure quick turnaround for new starters
	Ensure that SEN information is current and reviewed on a regular basis.	SENCo to review students regularly and update Sen register. Identify to SBM if disability requirements are highlighted.	Termly updates	EHT SENCo SBM	All students have needs regularly reviewed.
Long Term	To evaluate and review the above short- and medium-term targets annually.	See above	Annually	SLT Governors	All students are making a good standard of progress.
	To deliver findings to the Governing Body	Finance, Premises and Personnel Committee to review.	Annually	SLT Governors	Governors fully informed regarding SEN provision and progress.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Improve the physical environment of the school.	The school will consider the students, staff and visitors to the school when undertaking any future redevelopment or refurbishment works.	On going	SLT	All needs met where reasonably possible.
	Ensure that all students with a disability are able to be involved in all aspects of school life.	Implement reasonable adjustments.	Immediately	All staff	All needs met where reasonably possible.
Medium Term	To ensure that the medical needs of students are met fully within the schools capability	To conduct parental reviews involving external agencies if applicable. Protocols and care plans to be in place where needed.	Immediately	EHT AHT Outside agencies	All needs met where reasonably possible.
	To ensure that all key staff are trained to support students with medical and healthcare needs.	To work with school nursing services and training providers to ensure full compliance.	On going	EHT AHT School Nurse Outside agencies	All needs met where reasonably possible.
Long Term	To maintain accreditation for the Healthy Schools Award	Continue to work towards renewal of award.	On going	Healthy Schools Coordinator Whole School Staff/Pupils/Governors	Achievement of the award.
	Ensure school buildings and driveway are maintained to a high standard and accessibility maintained.	Maintenance plan will identify areas requiring action.	On going	EHT SBM Premises Staff	School premises are maintained to a high standard. Health and Safety Audit level maintained.

Aim 3: To improve the delivery of information to disabled students and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Adaptation of curriculum and information to enable learners with a disability to access information and their education	Raise awareness of texts with adaptations to publications (on request)	Ongoing	HT SLT Administration Staff	All relevant documentation will be accessible for anyone with a disability.
	Improve access to written information to parents and visitors.	Raise awareness of texts with adaptations to publications (on request)	Ongoing	HT SLT Administration Staff	All relevant documentation will be accessible for anyone with a disability.
Medium Term	Review information sharing of students with a disability.	Ensure that relevant information is documented in SIMS and is passed to all relevant parties dealing with the student.	Annually	All school Staff Outside agencies	Each teacher/staff to be aware of students within school, with a disability.