



ACCESSIBILITY PLAN

2021 - 2022

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Review: This policy will be evaluated every three years by the Management Committee of the Management Board to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

Hospital & Home Tuition Service, Wandsworth

Accessibility Plan

Section 1: Vision Statement and Principles

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan which is put into practice and reviewed as necessary. The aim of such a plan is to increase access to education for disabled pupils.

This accessibility plan focuses on a wide range of disability. HHTS follows the definition of disability found in the Equality Act 2010

A person is disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities

HHTS aims to be highly accessible and inclusive. Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. At HHTS, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as confident and independent as possible so that they make the most of opportunities when they leave school.

This accessibility plan aims to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increasing the extent to which pupils with disabilities can participate in the school curriculum
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
- Improving information delivery to pupils with disabilities

The Management Board also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

WHHTS has equal regard for the accessibility of stakeholders (pupils, staff, parents and carers and members of the MDT) and aims to likewise avoid placing any member of the wider school community at a disadvantage owing to a disability that they may have.

The school values each member of staff and seeks to ensure that no member of staff is disadvantaged by reason of a disability. The school will ensure that all staff who have a disability feel able to identify that disability and ask for any reasonable adjustments to be made to accommodate their access to services and resources within the school.

As a service incorporating a school for HI pupils, HI staff are fully supported and included. Staff are supported to secure funding for BSL interpreters through Access to Work, and interpreters are provided by the school at interviews as needed. All staff are regularly trained in Deaf Awareness.

Constraints

HHTS aims to make any reasonable adjustments requested or required in order to accommodate access to services and resources within the school and service. However, the service acknowledges that we have to work within the constraints of its financial resources.

We endeavour to adapt the environment to suit individual needs but some adaptations can only be made with hospital approval. The CAMHS Campus School is located within an NHS owned and managed building. The service is therefore reliant upon the NHS to agree to, fund and action requested changes. Springfield Hospital is currently being rebuilt/relocated. CAMHS Campus School may or may not be relocated within the next 5-10 years, and is therefore not a priority for renovation.

HHTS further acknowledges the limitations of this 1840s building.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability (including sensory impairments)
- Enable and improve access to the physical environment for pupils and stakeholders
- Improve the delivery of written information to pupils
- Reduce barriers that might interfere with a pupil's access to the curriculum

**These aims are in relation to accessibility, and may cross over with our Equality Objectives or stand alone.*

Delivery of the curriculum

School staff are aware of the importance of making the curriculum accessible to all pupils, and account is taken of pupils' conditions and adaptations needed.

The service provides all pupils with a broad and balanced curriculum by:

- Differentiating work to ensure appropriate breadth, challenge and accessibility
- Responding to pupils' diverse emotional and mental health needs; adapting the curriculum, timetable, lessons and resources as appropriate
- Requesting and implementing examination arrangements as appropriate on an individual basis
- Responding to pupils' sensory impairments and needs to ensure equity of language access (BSL/SSE)

Consideration of pupils' status as inpatients at a psychiatric unit is given when writing timetables, and appropriate breaks and time for therapy groups is incorporated. Flexibility is built into the timetables and they are highly individualised and child centred.

Staff have appropriate training and CPD and work with the medical professionals as part of an MDT.

HHTS staff work with pupils' home schools to ensure that they do not miss out on work.

Pupils can sit their exams here if this is deemed more appropriate than returning to their home school, and the team works with exam board officers to ensure exam access arrangements are implemented, and consideration is given to pupils' extenuating circumstances.

Physical Accessibility

At the Springfield Hospital site:

- Teaching rooms are all on the ground floor. All teaching spaces are wheelchair accessible with sufficiently wide entryways and ramps as needed.
- Wheelchair parking available.
- Where pupils are immobile and unable to attend the classroom, teaching staff are able to teach in the wards – either in person or remotely via Zoom/Google Meet/Google Classrooms
- All outdoor spaces are accessible by wheelchair/walker/bed
- Toilets are inaccessible to wheelchairs within the main school building. However, disabled toilets can be accessed nearby on the site (*the closest disabled toilet – within the canteen – has been temporarily relocated as part of the ongoing building works*)
- Corner House teachers/HLTAs are able to communicate in BSL. Headteacher and Deputy Headteacher are both fluent in BSL and all new staff gain basic BSL signs and have the option to undertake their Level 1 certification.
- Lessons for HI students (who prefer/require signing) are always led by a fluent or native BSL signer
- Key signs and notices across the school are reinforced with visual symbols, pictures or illustrated BSL signs
- HI staff are provided with communication support for meetings
- Signs indicating the purpose of rooms are also in Braille

At the St. George's Hospital site:

- Teaching rooms are on the 5th floor. The entire hospital is wheelchair accessible with multiple elevators.
- All outdoor spaces are accessible by wheelchair/walker/bed.
- Where pupils are immobile and unable to attend the classroom, teaching staff are able to teach in the wards or remotely using Google Meets/Google Classrooms/Zoom.
- Toilets are accessible along the corridor

Home tuition:

Some students are tutored within their homes, and teachers will work around any medical or practical needs necessitated by disability or illness.

Assistive Technology

Microsoft's Windows already comes packaged with a range of accessibility software that is specifically designed for those with varying disabilities; specially designed for the hard of hearing, the visually impaired and those with limited movement or a movement disorder.

These can be accessed through the 'Control Panel' or by pressing $\text{y}+\text{u}$ together, and is entitled 'Ease of Access'. Anyone who suffers from a hearing/visual/movement impairment and is a competent user of computers will probably be aware of this Microsoft feature.

The package includes:

- Narrator
- Magnifier
- High contrast
- On Screen Keyboard
- Sticky and Filter Keys

Any Apple/Mac users will have a similar package entitled 'Accessibility'. These can be accessed through 'System Preferences' and include the following;

- Voiceover
- Zoom
- Dictation
- Contrast Options
- Cursor Size

More info on Apple/Mac accessibility access can be found on their website:

<http://www.apple.com/uk/accessibility/osx/>

With regards to dyslexia and coloured screens, the benefit can be variable and dependent on the student's preferences. Screen colours can be altered within monitor settings.

Additional expertise within the staff team

- The service has a qualified SENCo.
- One of our HLTAs is additionally trained in high-level BSL (Level 6) and is able to provide communication support to d/Deaf learners and one is a native BSL user
- Multiple members of the team are qualified Teachers of the Deaf (Tara Bell, Helen Taylor, Cameron Akitt and Sophie Mustchin)
- The staff have additional qualifications including child mental health, trauma informed practice, educational psychology and emotional first aid.

Ensuring that all stakeholders have full access to information on our disability access

Information that is normally provided in writing such as hand-outs, timetables and textbooks can be made more accessible by providing it in other formats such as:

- Braille
- Large print
- Audit format
- Using a symbol system

<p>Involvement of people with disabilities in developing the scheme</p>	<p>HHTS will consult with children with disabilities, staff and service users in the ongoing development of Disability Access by:</p> <ul style="list-style-type: none"> • Annual Reviews with SEN children/parents • Analysis of available school disability data • Meeting with parents during home visits • Disability Equality Scheme surveys
<p>Developing a voice for children, staff and parents/carers with disabilities</p>	<p>HHTS is developing opportunities for children with disabilities, staff and parents/carers by:</p> <ul style="list-style-type: none"> • Including children and parents/carers in review meetings and questionnaires • Class teachers discussing issues regularly with children (via PSD and project work) • Use of the Pupil Forum to enable pupil voice • Implementing UNICEF RRSA's Articles at Silver Level (moving towards Gold), including our charter. • Having a cycle of agenda items at Governing Body meetings to discuss issues.
<p>Encouraging participation in public life by people with disabilities</p>	<p>HHTS ensures that children with disabilities are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> • Sports activities and performances • School council/forums • Governing body <p><i>Children with disabilities are included fully in normal school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.</i></p> <p>Governors' meetings will be held in locations that are accessible to people with disabilities when the need arises. Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters.</p>
<p>Eliminating harassment and bullying</p>	<p>HHTS has a clear policy on anti-bullying which makes specific reference to people with disabilities.</p> <p>HHTS participates in and promotes SMSC events such as Anti-Bullying Week.</p>
<p>Promoting positive attitudes towards people with disabilities</p>	<p>HHTS promotes positive attitudes towards people with disabilities by:</p> <ul style="list-style-type: none"> • Ensuring displays and resources reflect diversity • The curriculum positively promoting difference • Teachers taking into account SEN needs when planning lessons

	<ul style="list-style-type: none">• Use of outside agencies to support staff training• Using newsletters and web pages to promote policies.• Celebration of SMSC days and events
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Next Steps

- The objectives outlined in this statement will be actioned as per the plan.
- The plan will be approved by the management board (Governors)
- The approved plan will be accessible to all via the school website
- The plan will be reviewed annually.
- The HHTS will keep up with government legislature and recommendations in this area
- The HHTS will liaise with stakeholders through discussion and data collection to ensure all Stakeholders are in agreement upon the efficacy of this plan.

See:

- Equality and Diversity Policy (including Equality Objectives)

The table below sets out how the HHTS will achieve these aims.

Objectives	Strategies (how)	Who	Resources	Timescale	Monitoring method	Outcomes
To ensure that all relevant staff are trained in ways to support pupils with PMLD/SLD.	<ul style="list-style-type: none"> School to provide training to all staff (STG and Springfield) Visits to link special schools (Greenmead/ Linden Lodge) Attend training offered by borough professional centre or local SEN schools 	<ul style="list-style-type: none"> SLT to organise training All staff to attend 	Time to release staff for school visits	Ongoing	Training evaluations	<p>Staff better understand terminology used on EHCP forms</p> <p>Pupils with a range of SEN are better supported</p>
To ensure that all staff are trained in differentiation and ways to support pupils with Dyslexia and ADHD.	<ul style="list-style-type: none"> Training for all staff School may use in-house expertise to provide this Ensure that Dyslexia and ADHD are considered when a pupil is baselined 	<ul style="list-style-type: none"> SLT to add to CPD schedule Check with Wandsworth Literacy Team 	<p>Cost for external training – needs to be researched further.</p> <p>No other costs.</p>	By the end of the academic year	<p>Training evaluations/ questionnaires</p> <p>Staff feedback</p>	Staff can better contribute to EHCPs and support students.
To ensure that the Accessibility Plan becomes a regular item at the FGB meetings and is regularly reviewed.	<ul style="list-style-type: none"> Add to meeting agenda and review at least annually 	<ul style="list-style-type: none"> Headteacher to add to agenda Chair to implement 	No costs	Ongoing	Discussion between SLT and Managing Body	Governing body are informed and have oversight of site wide accessibility, ensuring accountability.

<p>Improve access for pupils who may experience difficulty moving around the school.</p> <p><i>These can only be actioned if agreed by the trust maintenance team</i></p>	<ul style="list-style-type: none"> • Step edges painted yellow • Improve signage and access for visually impaired people (braille) • Light switches, power outlets and emergency alarm buttons to be moved to wheelchair height as costs will allow • Ensure working stair life if needed for access to wards (upstairs) 	<ul style="list-style-type: none"> • Site officers • Wandsworth VI team can advise • SLT to oversee • May require electricians 	<p>Cost of electricians</p> <p>Cost of new signage, light switches, paint and so on</p> <p>On-going maintenance and repairs</p> <p>Contracts in place.</p>	<p>By the end of the academic year</p> <p><i>This may be deemed unnecessary as there are no non-ambulant/VI service users and the building may be closed in next 5-10 years.</i></p>	<p>Site survey (health and safety officer)</p> <p>Feedback from students</p>	<p>Better access for any future disabled/VI students.</p>
<p>To create a resource bank of Braille signs/resources that can be used when pupils with Visual Impairment (VI) attend the school.</p>	<ul style="list-style-type: none"> • VI students should be consulted as to their preferred visual language mode (large font, braille, Moon Type) • Member of support staff assigned responsibility for adapting resources • Staff training (CoM) • Recognition of SMSC related days (i.e. teaching deafblind manual language) 	<ul style="list-style-type: none"> • TA/admin person given responsibility with agreed time • Currently, no VI pupils on roll. 	<p>Cost of purchasing a braille or other relevant equipment</p> <p>Cost of specialist paper</p>	<p>This will be implemented if and when a VI student is referred or a staff member employed.</p>	<p>Pupil feedback</p> <p>Staff feedback as to the efficacy of resourcing system</p>	<p>Full access for VI pupils.</p>

<p>Produce Safeguarding Information booklet and a SEN information sheet in accessible formats for parents and pupils</p>	<ul style="list-style-type: none"> • Research services available for converting information into other formats (large print/braille) as needed • Research existing safeguarding information in BSL/visually accessible format 	<ul style="list-style-type: none"> • Liaise with borough Safeguarding Lead as needed • BSL fluent staff to create safeguarding videos in sign • SLT to oversee 	<p>Potential cost to purchase/print resources</p> <p>Staff time to make signed videos for website and safeguarding</p>	<p>By the end of academic year.</p>	<p>SLT and safeguarding leads to monitor in safeguarding meetings and reports to safeguarding committee on management board</p>	<p>Safeguarding information is available to all pupils and staff, regardless of sensory impairment.</p>
<p>Ensure all disabled pupils/staff/visitors can be safely evacuated</p>	<ul style="list-style-type: none"> • Personal Emergency Evacuation Plans in place for all identified with ambulatory difficulties • Staff aware of wider responsibilities 	<ul style="list-style-type: none"> • Lead teachers and safeguarding teams to write plans as needed • Lead teachers to share in briefings 	<p>No costs</p>	<p>As needed dependent on pupil admissions.</p> <p>HI needs are already considered in current evacuation plan</p>	<p>Evacuation plans featured and checked as part of regular fire evacuation practice.</p>	<p>Appropriate plans in place Equipment to be available on second floor</p>
<p>Ensure access to ICT equipment by all</p>	<ul style="list-style-type: none"> • Accessibility software in place for hearing, visually impaired and movement disorder – includes narrator, magnifier, contrast, screen keyboard, filter keys, voiceover, zoom, dictation, cursor size, 	<ul style="list-style-type: none"> • ICT team (contracted) • SLT to oversee 	<p>Cost of ICT contracts (£100 per month – to be reviewed)</p>	<p>Now installed – updates and maintenance are ongoing</p>	<p>Lead Teachers to discuss needs with pupils.</p> <p>Teachers to discuss pupil needs at home visits.</p>	<p>Strategies to be in place to increase ICT access</p>

	contrast options, screen filter.					
Ensure hearing equipment in classes and public areas to support hearing impaired	<ul style="list-style-type: none"> • Installation of appropriate equipment • Research into equipment available to provide appropriate hearing loop system 	<ul style="list-style-type: none"> • Speech and Language therapist/audiologists to liaise with SLT and advise • SLT to ensure staff working with pupils are aware of how to manage minor issues with equipment and support students in their use. • Site care team to work with school staff to install equipment as needed 	<p>Much of students' equipment will be personal (funded through NHS)</p> <p>Potential costs for installing/ maintaining loop systems.</p>		Equipment needs and use can be discussed with students and staff during 1:1 meetings and fed back to the wider staff team as appropriate.	Equipment in place to support hearing impaired and enable better access to the curriculum.

Abbreviation	Glossary
HI	Hearing Impairment
VI	Visual Impairment
DDA	Disability Discrimination Act
HHTS	Hospitals and Home Tuition Service
PMLD	Profound and Multiple Learning Difficulties
SLT	Senior Leadership Team

MDT	Multi-Disciplinary Team
BSL	British Sign Language
SSE	Sign Supported English

Linked 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

Headteacher: Tara Bell

Date: 3rd November 2021