

CCHS Accessibility Plan



Chelsea Community Hospital School

February 2021

This is an Accessibility Plan for Chelsea Community Hospital School which has been written in consultation with representatives from CCHS staff and governors.

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School Background Information

We are a hospital school providing education for pupils and young people while they are in hospital. We also provide places for a number of pupils from our local community who cannot access mainstream school due to their medical conditions and/or mental health needs and resulting special educational needs and disabilities (SEND). CCHS is based across five NHS hospital sites, two private hospital sites and a community site. The NHS sites are Chelsea and Westminster Hospital, The Royal Brompton Hospital, St. Mary's Hospital, Lavender Walk Adolescent Unit and Collingham Child and Family Centre. The private sites are Harley Street Hospital and Portland Hospital. Pupils are taught across all key stages in both primary and secondary. Our community site is located at Bayswater Children's Centre. All our sites are in central London, England.

Total No. of Pupils: Varying due to hospital admissions

Key Contacts

Named member of the SMT	Janette Steel (Head Teacher)
Co-SENDCo	Sarah Pfütznner
Co-SENDCo	Nicola Frankcom
SEND Specialist	Helen Williams
Lead Governor	Jackie Hudson
Named Person Responsible for Safeguarding	Amanda Thompson (Assistant Head)

Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- School website
- Staff induction materials
- Governor induction materials
- SEND Information Report
- Local Offer
- Student documentation
- Newsletters
- Staff meetings
- Parent events
- On request from the school office

Plan Implementation Date: February 2021

Plan Review Date: February 2023

Name: _____

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.

As a hospital school, CCHS strives to celebrate, inspire, support and empower all stakeholders to overcome any barriers they may face. For full details about how we aim to achieve this please see the Vision page on our website <https://cchs.org.uk/about-us/our-vision>.

This 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. For example, multidisciplinary working with the NHS Trusts we work within, training opportunities via the Bi-Borough Local Offer and the Bi-Borough Inclusion Service, support from the borough SENDCo Forum, partnerships with arts organisations, etc.

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

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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

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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.

This policy complies with our funding agreement and articles of association.

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3. Action plan

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

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTION TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><u>Increase access to the curriculum for pupils with a disability</u></p>	<ul style="list-style-type: none"> Ensuring that all pupils access a differentiated curriculum to match their individual learning needs. 	<ul style="list-style-type: none"> All teachers will be confident in offering differentiated curriculum and associate resources to all pupils. 	<ul style="list-style-type: none"> Curriculum leads are to ensure a wide variety of resources and training support is available in their subject areas. Performance managers and senior managers will support staff to develop their skills in differentiation. SENDCos to offer training in different curriculum offers and interventions which support differentiated learning. 	<ul style="list-style-type: none"> Curriculum leads, SLT, SENDCos, Performance Managers 	<ul style="list-style-type: none"> January 2022 	<ul style="list-style-type: none"> Evidence of differentiation in every lesson.

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	<ul style="list-style-type: none"> Ensuring that all pupils with PMLD and complex learning needs have access to an appropriate curriculum and resources to meet their needs. 	<ul style="list-style-type: none"> All teachers will have a good understanding of the NI curriculum for pupils with PMLD. All teachers will be able to access a pupil's learning through the Engagement Model. All teachers will be able to access appropriate resources in 	<ul style="list-style-type: none"> Development of a PMLD focus group of staff to develop and trial resources and train staff on the sites they work at. All school training in the use of the NI Curriculum, The Engagement Model and Sensory Stories Access to appropriate resources to support 	<ul style="list-style-type: none"> SENDCos, PMLD Focus Group, SMT 	<ul style="list-style-type: none"> July 2023 	<ul style="list-style-type: none"> Increase in teacher confidence in working with pupils with PMLD. Increased integration of pupils with PMLD and complex needs in whole group settings. Increased ability to access and plan learning goals for pupils with PMLD and complex needs.
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AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTION TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><u>Improve and maintain access to the physical environment</u></p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps 	<ul style="list-style-type: none"> To ensure classrooms are accessible to pupils with acute mental health needs 	<ul style="list-style-type: none"> To ensure that the physical environment is decorated in a calm and neutral way. To have quiet spaces and/or 	<ul style="list-style-type: none"> Site Co-ordinators, SENDCos, SMT 	<ul style="list-style-type: none"> January 2022 	<ul style="list-style-type: none"> Designated sensory/calm spaces in all classrooms.

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	<ul style="list-style-type: none"> • Wheelchair and hospital bed accessible classrooms • Elevators • Corridor width • Disabled toilets and changing facilities • Wheelchair height bookshelves 	<ul style="list-style-type: none"> • To allow access to outside environments when medically safe to do so. 	<p>sensory resources in all classrooms for pupils to access when having difficulties with their mental health.</p> <ul style="list-style-type: none"> • To include outside learning activities (e.g. PE, walks, gardening) within the timetable on a regular basis. • To review the outside area at Lavender Walk – resurfacing to weather-proof and a 	<ul style="list-style-type: none"> • Site Co-ordinators, Curriculum Leads, SMT, Support from medical teams where required • MS, SMT, NHS SMT 	<ul style="list-style-type: none"> • January 2022 • July 2022 	<ul style="list-style-type: none"> • Pupils on all sites regularly accessing outside learning environments. • Lavender Walk outside area will be resurfaced and covered.
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		<ul style="list-style-type: none"> To continue to make the classroom environment accessible remotely. 	<p>covered area.</p> <ul style="list-style-type: none"> To ensure bed bound pupils have the opportunity to access the classroom remotely. To enable remote access to the learning environment for pupils who due to their mental health needs are unable to come to school. 	<ul style="list-style-type: none"> Site Co-ordinators, Curriculum Leads, SENDCos, IT, SMT, Parent/Carer support 	<ul style="list-style-type: none"> July 2022 	<ul style="list-style-type: none"> All pupils unable to access the physical environment will have the opportunity to connect to the environment remotely.
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AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTION TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><u>Improve the delivery of information to pupils with a disability.</u></p>	<p>CCHS uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> - Internal signage - Large print resources - Visual SEN Information Repot - Pictorial or symbolic representations 	<ul style="list-style-type: none"> • To have social stories explaining the hospital school for pupils. • To continue to develop Makaton knowledge and use. 	<ul style="list-style-type: none"> • Social stories to be developed for each site. • Continued all staff and site-specific Makaton training sessions 	<ul style="list-style-type: none"> • Site co-ordinators, SENDCos • CT, All staff 	<ul style="list-style-type: none"> • Jan 2022 • Feb 2022 	<ul style="list-style-type: none"> • All sites to have site specific social stories about attending the hospital school • All staff to have some knowledge of Makaton. All sites to have at least one staff member who is confident in basic Makaton use.

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		<ul style="list-style-type: none"> To develop communication strategies for pupils with PMLD and complex needs e.g. communication passports, objects of reference 	<ul style="list-style-type: none"> PMLD focus group to trial and model use of communication passports. Objects of reference to be identified for each site. 	<ul style="list-style-type: none"> PMLD focus group, site coordinators, SENDCos 	<ul style="list-style-type: none"> Feb 2022 	<ul style="list-style-type: none"> All staff to be developing communication passports for students with PMLD and complex needs. All sites to have and use objects of reference where required for a pupil.
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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 the governing body and the headteacher.

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
- Special educational needs and disability (SEND) policy
- Supporting pupils with medical conditions policy
- Administration of medication policy

Sarah Pfützner
February 2021

