RHODES WOOD HOSPTIAL SCHOOL

ACCESSIBILITY POLICY

Policy Number: **3** Version Number: **7**

Date of Issue: **SEPTEMBER 2024** Date of Review: **SEPTEMBER 2025**

Author: **TANYA RASHED, DEPUTY HEADTEACHER**

Ratified by: **KATH MURPHY, CHAIR OF THE MANAGEMENT COMMITTEE**

Elysium Children and Education is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

1. Introduction

Rhodes Wood Hospital School aims to ensure that all students, regardless of disabilities or learning needs, have equal access to the school. We have high expectations of all our students, and we strive to ensure that every student can participate in the whole school curriculum while an in-patient at Rhodes Wood Hospital.

Our School actively promotes an inclusive, positive environment by ensuring that every student is given equal opportunity to develop socially, learn, and enjoy school life. We continually look for ways to improve accessibility within the school through data collection, parent questionnaires, and discussions.

2. Definition of 'disability'

The Equality Act defines a disability as when a person has a physical or mental impairment that has a substantial and long-term adverse impact on a person's ability to carry out typical day-to-day activities. This overlaps with the definition of 'Special Educational Needs' (SEN) in the Children and Families Act (2014), but not all students are disabled by their SEN and vice versa. 'Disabled students,' for the purpose of this policy, refers not only to those students with physical disabilities but could include, for example, those with health issues, including social, emotional, and mental health (SEMH) needs or learning disabilities if they meet the legal definition of 'disability'.

3. Expectations and roles of staff

The management committee will be responsible for:

- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.

The school must:

- Treat disabled students equally
- Make reasonable adjustments to avoid putting disabled students at a substantial disadvantage.

The school will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board
- Working closely with the governing board, Local Authority, and external agencies to effectively create and implement the school's Accessibility Plan.
- Ensuring that staff members are aware of students' disabilities and medical conditions where necessary.
- Establishing whether a new student has any disabilities or medical conditions the school should know about.
- Consult with relevant and reputable experts if challenging situations regarding students with disabilities arise.

The SENDCo will be responsible for:

- Working closely with the headteacher and governing board to ensure that students with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring their actions do not discriminate against any student, parent, or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support students with medical conditions, for example, understanding how to give basic life support.

4. The Accessibility Plan

The accessibility plan covers three main aspects:

4.1 **Increasing the extent to which disabled students (including those with special educational needs) can participate in the school's curriculum.**
This covers teaching and learning and the school's wider curriculum, such as participation in enrichment, assemblies, and school trips. It also covers admission to the school.

4.2 **Improving the provision of accessible information to disabled students, in particular that which has already been produced for students who are not disabled.**
This will include planning approaches by which the school will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to students with special educational needs and disabilities (SEND). The delivery of such information should be in ways that are determined after taking into account the students' disabilities and any preferences expressed by them or their parents and be within a reasonable timeframe.

4.3 **Improving the physical environment of the school to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school.**
This covers improvements to the school's physical environment and physical aids to access education. The intention is to provide a projected plan for three years ahead of the next review date, which will be in December. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. We will provide adequate resources for implementing plans, ensuring students are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported annually with respect to progress and outcomes.

The school will collaborate with the Local Authority (LA) to develop and implement the plan effectively. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

The governing board and SENDCo will undertake an access audit every year.

5 Equal opportunity

This policy is written under the requirements of the SEND Code of Practice (2014, updated May 2015) ('the Code') and Schedule 10 of the Equality Act (2010) ('the Act') (as outlined in the Independent School Standards Regulations), and sets out the school's strategy relating to improving access for disabled students, including those with learning difficulties – mental health needs. It draws upon the DfE guidance of The Equality Act 2010 and schools (2014).

Staff members will be aware of students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all students to reach their full potential and receive the support they need. RWHS will ensure that all extracurricular activities are accessible to all students and make reasonable adjustments to allow students with SEND to participate in all school activities.

This policy should also be read in conjunction with:

- The Equal Opportunities Policy
- The Admissions Policy
- The Curriculum Policy
- The Health and Safety Policy

6 Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all students and potential students.

The school will support students with SEND by making any reasonable adjustments necessary during entry exams, e.g. applying for/ or requesting home schools for access arrangements.

The school will strive to avoid putting any student at a substantial disadvantage by making reasonable adjustments before the student starts. All students, including those with SEND, will have appropriate access to all opportunities available to any school community member.

7 Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all students regardless of their learning, physical, sensory, social, spiritual, and emotional needs. No student is excluded from any aspect of the school curriculum due to their SEMH, disabilities, or impairments. The school aims to provide a differentiated curriculum to enable all students to feel secure and make progress.

Subject Leads and the SENCO will work together to adapt a student's Individual Education Plan (IEP), with advice sought from the onsite medical team, including psychiatrists, therapists, nurses, and outside agencies where appropriate, to allow all students to reach their full potential.

Where areas of the curriculum present challenges for a student, these are dealt with individually. In discussion with the student, medical team and their parents, the subject teacher will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow students with disabilities to participate in classes.

There are established procedures for the identification and support of students with SEND in place at the school. Detailed student information on students with SEND is given to relevant staff via the IEP support page.

Specialist resources like large print reading books are available for students with visual impairments. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8 Physical environment

Rhodes Wood Hospital School is committed to ensuring that all students, staff members, parents and visitors have equal access to areas and facilities on the hospital site and the school premises.

The school has toilet facilities suitable for people with disabilities. Due to the nature of our students with a diagnosed eating disorder, all students must be supervised in the school's toilet by a hospital staff member.

The majority of the school is accessible to wheelchair users. Wide doors are fitted throughout the school to allow for wheelchair access.

9 Quality Assurance and Impact

The Management Committee ensures that the school complies with legislation and this policy.

Appendix 1: Accessibility Plan January 2022 to August 2025

Objectives are categorised according to three aspects:

A. Increasing the extent to which disabled students (including those with special educational needs) can participate in the school's curriculum. (See below)
B. Improving the provision to disabled students of information that is already in writing for students who are not disabled. (See below)
C. Improving the physical environment of the school to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school. (See below)

Aspect	Target(s)	Strategies	Outcomes	Time frame(s)	Goals achieved
A	implementation of the Code, to ensure appropriate accommodations are in place for students with SEND (and other barriers to learning) attending the School informed (in planning and review procedures) by the information retained on the Learning Support register, including: • Identifying students with SEND including and supplementary to SEMH • Raising awareness amongst staff of additional support required outside of the existing support facilitated as due process at RWHS (See C)	Information about individual students' SEND Is available to staff within the staff-shared area, with increased which is supplemented with the introduction of the ERS system. Weekly feedback is supplied to all staff following ward-based MDT's attended by the designated education staff. The publication and use of this information will be subject to ongoing review. Further develop communication between	The Learning Support staff to have: • Identified and categorised students with SEND (including through screening of new students via baseline assessment in Maths Reading and Spelling, and the use of internal and external assessors via students' home school, hospital MDT and community stakeholders) • Put in place appropriate accommodations to support their SEND outside of the existing	Ongoing	Send register updated with discharge and admission, reviewing any change in need as required. Baseline assessments are completed. Liaison with the MDT is effective, and attendance to weekly ICRs is consistent. Documentation for completion from homeschool is in place detailing SEND, Access

	• Introducing appropriate reasonable adjustments, as required, to ensure access to the curriculum is consistent and sustainable for all students in liaison with their clinical presentation and needs (See C, B) • Facilitating appropriate access arrangements, as required in liaison with the student's home school. (See B)	teachers, teaching assistants/ ward coordinators, the hospital MDT, and the daily ward-based team. Ensure effective communication between the SLT (including SENCO), MDT, parents and Local Authority advisors where required.	support to facilitate due process at RWHS • The development and utilisation of the plan do a suitable and effective review process for the student demographic and SEND needs. Through the development of the ERS system and CPA updates The SENCO and SLT to have: • Contributed to the development of student-tracking approaches (Utilising the development of the ERS and progress tracker) and analysis of the performance of all students at RWHS. • Review (on an ongoing basis) the school's practices to ensure it operates in line with the Code of Practice.		arrangements, working at and target grades, and other statutory information. The ERS system has been implemented and is progressing.

A	SENCO to play a more significant role in identifying and supporting candidates with SEND supplementary to and including SEMH needs during their Admission to RWH and RWHS and liaising as appropriate with RWH MDT, Home schools, parents, and community stakeholders to review identified needs.	• Students on admission and access to RWHS to complete baseline assessment in Maths, Reading and Spelling to identify any need for intervention and further support. • Weekly attendance to ward MDT assessing student progress within their treatment and education identifying any cause for concern that may impact their ability to access their education, required actions, intervention to be put in place, and reasonable adjustments to be implemented. Ensuring supportive and consistent communication between designated teachers for students, parents, MDT, SLT, and outside stakeholders.	All staff should be aware of the baseline assessment results to inform their planning and make necessary adjustments to facilitate access to the curriculum. All staff are aware of feedback from subsequent meetings, allowing them to take necessary actions as subject teachers and link teachers.	Ongoing	Baseline assessments are completed within all subjects. Weekly MDT is shared weekly with education staff. The ERS system has been implemented and is progressing. Reintegration planning is in place and under review with the home school, parents, the student, and community stakeholders as required.

		• six weekly attendance to in-depth CPA reviews with all stake holders to review needs and progress in health and education to plan ongoing care and support needs. • Review of need with all required stakeholders to develop necessary support at discharge and return to mainstream education. • All information obtained from weekly, six weekly and reintegration meetings are shared with education staff to ensure knowledge reflection and understanding of student engagement.			
A	Continue to raise staff awareness, through the provision of professional development, of their and the School's duties towards students with SEND.	All staff to engage with CPD throughout the year and as part of the new staff induction process regarding the procedures	Affective and clear tracking of progress with all students at RWHS to inform the plan and review process as	Ongoing	The link teacher role is in place and effective in communication and support.

		in place to support students admitted to RWH and RWHS through the following: • Link teacher meetings and support documented and reviewed through the ERS system. Detailing actions/ intervention required. • Tracking of student progress in each lesson via the ERS system. • Review of student attendance. • Weekly and consistent communication with link students' parents and careers. • Individualised HTP's for each subject. • Review of weekly ICR feedback. Completing actions and adjustments as required. • CPA feedback and review of progress towards meeting SMART	detailed, with all staff reviewing and clarifying their understanding of any information shared, actions detailed, and intervention required. Clear and well-constructed staff induction detailing clearly student SEND supplementary and including SEMH, support plans, link teacher processes, ERS and ICR		

		action targets set by link teachers. • Support profiles discussed and facilitated with the SENCO for designated provision outside of the existing support as due process at RWHS.			
A	Improve provision of information to staff leading activities (enrichment), trips, and visits regarding students with SEND.	• All staff and visitors are aware of associated risks. Risk assessments and actions are required to undertake specific activities relating to the SEMH needs and subsequent health and safety measures. • All student's risk is individually assessed at the point of admission and shared with education staff, reviewed as appropriate as presenting risk changes throughout their admission to RWH. • Visitors must be accompanied by	Regularly review risk assessments for activities and individual students' risk assessments shared with and read by all education staff.	Ongoing	• Individual risk assessments are consistently in place for all students at the point of admission and reviewed as required. • In-school activities (outside of those facilitated in subject risk assessments and general resource risk assessment) are reviewed, risk assessed, and shared with education staff and the medical team as required.

		education staff at all times and actions to maintain student safety and access to shared activity. • Liaison with the medical team to review risk and control parameters for visits to external settings to ensure cohesion in student recovery, safety, and access to enriching activities.			
A	Improve curriculum planning in light of feedback from staff and students' needs.	• Baseline assessments detailing the need for intervention (reading/spelling age) and gaps in knowledge due to missing education from illness. • Information about working at grades and targets grades supplied by home schools. • SEND information, including access arrangements	Effective review and adaption of planning both within HTPs and the ERS system	Ongoing	• Half Term plans are completed for all students in their designated subject reflective of their needs and curriculum as designated by the home school. • The ERS system has been implemented and is progressing.

		supplied by homeschool's. • Curriculums provided by homeschool's for implementation and personalisation by RWHS in the form of HTP's allowing for ease and consistency at the point of discharge and reintegration to students' home school. • ERS tracking per lesson detailing LOs, Tasks, and outcomes outlining progress towards meeting the LOs. Highlighting any • Weekly parent communication to update them on their child's progress in education. • Attendance to weekly and six weekly ICR and CPA meetings. • Student and parent feedback is			• Weekly parent communication is effective and consistent. • Weekly Link teacher meetings are effective and consistent.

		requested and reviewed at the point of discharge. • Student's voice implemented regularly • Weekly Link teacher meetings with students to discuss progress concerns and needs that may arise in education.			
B	Develop new staff induction training within SEND and RWHS procedures of support.	• Embed and develop how SEND is met at RWHS through the following key training points within the staff induction process. - Key Teacher role - Small Class sizes and individualised learning and planning - Support Profiles for students who require further support outside of the existing support facilitated as due process at RWHS. - Health and Safety measures for SEMH	For all staff as part of their induction training to be fully informed and instructed on those above demonstrating a clear understanding of how procedures at RWHS support SEND	Ongoing	Induction checklist in place

		needs and demonstrated risk. - Individual risk assessments for students. - ERS system Tracking for Mental Health Weekly - Daily ERS system tracking for lessons.			
C	Ensure all classrooms are accessible and appropriate for all students to participate in their learning fully.	• Classrooms are assigned per crucial stage and are small in class size. • Tables are arranged to facilitate teacher support and independent learning. • All students have access to classroom storage of their school equipment • All students are assigned a laptop to support their learning. • Reasonable adjustments are made to the	All Classrooms are appropriate and accessible for all students, with any necessary adjustments made and shared with staff as required.	Ongoing	All classrooms are accessible to students and supportive of their learning.

		environment to support individual learning.			