



ACCESSIBILITY PLAN: River Tees Hospital School

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Who should read this document	
Mandatory	All Staff
Optional	

1. AIMS

- 1.1. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - 1.1.1. Increase the extent to which disabled pupils can participate in the curriculum.
 - 1.1.2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
 - 1.1.3. Improve the availability of accessible information to disabled pupils.
- 1.2. 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.
- 1.3. The plan will be made available online on the school website, and paper copies are available upon request.
- 1.4. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.5. The school supports any available partnerships to develop and implement the plan.
- 1.6. 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.

2. LEGISLATION AND GUIDANCE

- 2.1. 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](#).
- 2.2. 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.
- 2.3. 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.
- 2.4. 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 auxiliary aid or adjustments to premises.
- 2.5. This policy complies with our funding agreement and articles of association.

3. ACCESSIBILITY PLAN

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

Aim	Current good Practice	Objectives	Actions to be taken	Person Responsible	Date of Completion	Success Criteria
<p>Increase the extent to which disabled pupils participate in the school curriculum</p>	<p>Personalised curriculum for all pupils.</p> <p>Resources tailored to the needs of pupils.</p> <p>Progress is tracked for all pupils including those with a disability.</p>	<p>Ensure curriculum outcomes meet the needs of each pupil to ensure the participation of a whole range of pupils. Teachers use adaptive teaching and PD plans to target specific pupils needs</p>	<p>Use adaptive teaching strategies.</p> <p>Adapted resources e.g. Use of coloured paper, simplified or enlarged text. Targeted intervention as required.</p>	<p>Standards Lead/Subject teacher</p> <p>SENCO/Subject teacher</p>	<p>Ongoing</p>	<p>Children make good progress and meet their individual targets.</p>
	<p>Personalised targets are set for all pupils with additional needs.</p>	<p>Provide support to meet individual needs when taking part in lessons will be provided as and when required.</p>	<p>Review and implement classroom environment to support the learning of all students.</p>	<p>HT/Standards Lead</p>	<p>Ongoing</p>	<p>Children achieve well in accordance with their ability.</p>
	<p>The curriculum is renewed to ensure it meets the needs of all learners.</p>	<p>Organise classrooms to promote participation and independence of all pupils.</p>	<p>Review the curriculum to ensure it is personalised.</p> <p>Review PSHE/PD curriculum.</p>	<p>Standards Lead/Subject teacher</p> <p>HT/PSHE Teacher/Standards Lead</p>	<p>Annually</p>	<p>Lessons are appropriately resourced.</p>

		Curriculum development takes account the needs of all learners.	Work with External agencies to provide advice and/or CPD to staff	HT/SENDCO SIT Team		Learners and external reviews report that the curriculum takes account of these areas.
Improve the environment to increase the extent to which disabled pupils can take advantage of education and associated services	The environment is adapted to the needs of the pupils required. This includes: <ul style="list-style-type: none"> • Corridor Width • Ramps • Disabled Toilets • Outside Areas are accessible 	Additional provision at lunchtimes for children who benefit from greater structure or a more peaceful environment. Monitor the physical environment to identify areas that require attention	Review of lunchtimes through regular observations Regular inspections	PDL	Ongoing	Children are happy and engaged during lunch times. The premises are safe and accessible to the whole school community.
Improve the delivery of information to disabled pupils.	Our academy can use a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Signage • Large print resources • Braille • Pictorial representations • Audio resource 	All learners have access to appropriate resources.	Risk assessments reflect learner needs. Initial and ongoing assessment results in appropriate methods of communication being available.	HT/SENDCO/PDL	Ongoing	Classroom practice reflects support needs identified in risk assessments.

4. ACCESS TO THE CURRICULUM

4.1 River Tees Hospital School seeks to increase the extent to which students can access the curriculum by:

- Providing a thorough assessment process, linking closely with feeder schools and external services to support and accommodate the needs of pupils.
- Ensuring all staff adhere to the Trusts' vision regarding personalisation within the classroom and the continued review of the individuals' learning.
- Ensuring all students with SEND are appropriately accommodated during the completion of examination and assessments, for example, the provision of additional time, the provision of a scribe or laptop.
- Ensuring enrichment activities are as inclusive as possible and plans for education visits consider individual student needs.
- Monitor and review the areas of the curriculum which are normally difficult for SEND students to access and make all required reasonable adjustments.
- All out-of-school activities are planned to ensure the participation of the whole range of pupils.
- Ensuring staff can fully meet the requirement of disabled children's needs with regards to being able to differentiate the curriculum.
- Making additional provision for individuals to meet needs and improve communication of individual needs.
- Increase effective use of IT resources and other equipment for students with disabilities
- All pupils have a risk assessment.
- Ongoing training for staff on supporting specific educational needs in the classroom.
- Ongoing training for staff on administering medical aid to pupils when required.
- Support staff in meeting the needs of all learners by providing on-going information, coaching, and professional development.

5. SITE ACCESSIBILITY

5.1 River Tees Hospital School is based in a building that has all its facilities on the ground floor. There is a disabled toilet facility on site designed specifically for disabled individuals to access. There is also designated disabled driver parking available.

5.2 The Academy will continue to consider the needs of its pupils, staff and visitors when planning and undertaking future site developments, for example, improvements to access, facilities, lighting, acoustics and colour schemes.

5.3 To make continuous improvements River Tees Hospital School will:

- Conduct an annual review of incidents reported via the School Business Manager regarding required site improvements, incidents and near misses, and essential maintenance works.
- Conduct annual review of access across all sites.
- Review of parking provision on all school sites.
- Ensure routine internal decorations and repairs consider the needs of SEND pupils.

6. ACCESS TO INFORMATION

6.1 The Academy will provide access to information and performance updates in a variety of ways including:

- The virtual learning environment
- The school website

- Face to face meetings or via the telephone
- Open Days
- Parent meetings
- SEND review process.
- The Academy will continue to invest in classroom technology to better facilitate communication with pupils.
- The Academy will consider making available school information in different formats if required
- Written materials will be made available in alternative formats, to support individual needs.
- Documentation will be reviewed as required with a view of ensuring accessibility for pupils with visual impairment.

7. MONITORING ARRANGEMENTS

7.1. This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

7.2. It will be approved by the Headteacher.

8. LINKS WITH OTHER POLICIES

8.1. This accessibility plan is linked to the following policies and documents:

- 8.1.1. Health and safety policy
- 8.1.2. Equality information and objectives
- 8.1.3. Special educational needs (SEN) information report
- 8.1.4. Supporting pupils with medical conditions policy

Appendix 1: Accessibility Plan

Aim	Current good Practice	Objectives	Actions to be taken	Person Responsible	Date of Completion	Success Criteria
<p>Increase the extent to which disabled pupils participate in the school curriculum</p>	<p>Personalised curriculum for all pupils.</p> <p>Resources tailored to the needs of pupils.</p> <p>Progress is tracked for all pupils including those with a disability.</p>	<p>Ensure curriculum outcomes meet the needs of each pupil to ensure the participation of a whole range of pupils. Teachers use adaptive teaching, and PD plans to target specific pupils needs</p>	<p>Use adaptive teaching strategies.</p> <p>Adapted resources e.g. Use of coloured paper, simplified or enlarged text. Targeted intervention as required.</p>	<p>Standards Lead/Subject teacher</p> <p>SENCO/Subject teacher</p>	<p>Ongoing</p>	<p>Children make good progress and meet their individual targets.</p>
	<p>Personalised targets are set for all pupils with additional needs.</p>	<p>Provide support to meet individual needs when taking part in lessons will be provided as and when required.</p>	<p>Review and implement classroom environment to support the learning of all students.</p>	<p>HT/Standards Lead</p> <p>SENDCO</p>	<p>Ongoing</p>	<p>Children achieve well in accordance with their ability.</p>
	<p>The curriculum is renewed to ensure it meets the needs of all learners.</p>	<p>Organise classrooms to promote participation and independence of all pupils.</p>	<p>Review the curriculum to ensure it is personalised.</p> <p>Review PSHE/PD curriculum.</p>	<p>Standards Lead/Subject teacher</p> <p>HT/PSHE Teacher/Standards Lead</p>	<p>Annually</p>	<p>Lessons are appropriately resourced.</p>
		<p>Curriculum development takes</p>	<p>Work with External agencies to provide</p>	<p>HT/SEMH Lead</p>	<p>July 24</p>	<p>Learners and external reviews report that the curriculum takes</p>

		account the needs of all learners.	advice and /or CPD to staff			account of these areas.
Improve the environment to increase the extent to which disabled pupils can take advantage of education and associated services	<p>The environment is adapted to the needs of the pupils required. This includes:</p> <ul style="list-style-type: none"> • Corridor Width • Ramps • Disabled Toilets • Outside Areas are accessible 	<p>Additional provision at lunchtimes for children who benefit from greater structure or a more peaceful environment.</p> <p>Monitor the physical environment to identify areas that require attention</p>	<p>Review of lunchtimes through regular observations</p> <p>Regular inspections</p>	PDL	Ongoing	<p>Children are happy and engaged during lunch times.</p> <p>The premises are safe and accessible to the whole school community.</p>
Improve the delivery of information to disabled pupils.	<p>Our academy can use a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Signage • Large print resources • Braille • Pictorial representations • Audio resource 	All learners have access to appropriate resources.	<p>Risk assessments reflect learner needs.</p> <p>Initial and ongoing assessment results in appropriate methods of communication being available.</p>	HT/SEND/CO/PDL	Ongoing	Classroom practice reflects support needs identified in risk assessments.

Appendix 2: Accessibility Audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Approach & Car parking				
Ramps & Steps				
Entrances, including reception				
Doors				
Lavatories				
Fixtures & Fittings				
Corridors Access				
Emergency escape routes				
Off-Site visits				
Internal Signage				