



Royal Free Hospital Children's School

Accessibility Plan 2022/2023

Approved by Governors: 14/07/2022

Next Review: July 2023

AREA TO BE ADDRESSED	ACTION	STAFF	OUTCOMES
INCREASING ACCESS TO THE CURRICULUM	Inclusive Teaching Styles		
	<ul style="list-style-type: none"> • Ensure all subjects embrace a range of teaching and learning styles 	SG	<ul style="list-style-type: none"> • Teaching and Learning INSET is delivered termly
	<ul style="list-style-type: none"> • Ward Teaching: range of new learning opportunities 	All	<ul style="list-style-type: none"> • Purchase of a wide range of equipment that can be used across all areas of the Primary curriculum either at the bedside or in the classroom
	<ul style="list-style-type: none"> • Use of visual, auditory and kinaesthetic strategies –multi-sensory approaches including technology 	All	<ul style="list-style-type: none"> • Purchase of new science equipment, iPADs and Chrome books that can be used for bedside teaching and at The Hive
	<ul style="list-style-type: none"> • Use of signing and symbols 	All	<ul style="list-style-type: none"> • Liaison with mainstream school and SALT for support where required
	<ul style="list-style-type: none"> • Take account of physical and mental effort expended by some pupils, e.g. hearing impaired pupils in lip reading, visually impaired pupils listening 	All	<ul style="list-style-type: none"> • Careful consideration is given to where pupils are placed within the classroom and rest breaks are offered when asked for or at the discretion of the teacher
	<ul style="list-style-type: none"> • Allow additional time for some pupils with a disability undertaking practical activities 	All	<ul style="list-style-type: none"> • Additional time is always considered for every pupil in the classroom and given as appropriate
	<ul style="list-style-type: none"> • Use a range of strategies to support pupils with difficulties in short term memory 	All	<ul style="list-style-type: none"> • INSET on strategies supporting short term memory have been delivered by Speech and Language Therapist and have successfully been used in the classroom
	Curriculum content and structure		
	<ul style="list-style-type: none"> • Content based on NC, but adapted to meet the diverse needs of the ever changing school population both in the day school and on the ward 	All	<ul style="list-style-type: none"> • Decolonising the Curriculum and promoting Black History. For example; exploring Maroon ecology in Jamaica and Brazil • The Black Curriculum is a social enterprise founded in 2019, working to teach and support the teaching of Black history all year round, aiming to empower all students with a sense of identity and belonging.
<ul style="list-style-type: none"> • Content reviewed with each new day-pupil admission 	All	<ul style="list-style-type: none"> • Day pupils are given an admission and exit interview which covers their individual needs and concerns when attending RFHCS or their next placement. This includes 	

			liaison with their mainstream school/college placement
• Further development of curriculum links with home schools	All		• Email contact is established when a ward pupil is admitted into hospital. Home schools are encouraged to support the curriculum wherever possible
• Needs of individuals addressed through differentiation	All		• Training given on differentiation delivered to all staff by SALT, EP and SENDCO (June 2019)
• Main access issues focus on Medical/Mental Health needs in the emotional/ personal and social skills developmental areas - take account of physical and mental effort expended by some highly anxious pupils	All		• Regular morning phone calls to each student/parent enables staff to differentiate their lessons to support highly anxious and vulnerable students
Curriculum planning			
• Flexibility and Differentiation by Individual Needs are the two key principles for all planning, whether Long/Medium/Short	All		• Staff are available to provide extra support for the wide variety of ages and abilities of pupils that present in the classroom
• Modules structured around the mixed age/ mixed ability needs of day pupils in the first instance	All		
• Lessons planned to be responsive to pupil diversity	All		• All lessons are planned for the individual needs of the day and ward pupils
Assessment strategies			
• AQA alternative accreditation	JH		• This is now fully embedded. All pupils both on the ward and in the day school are offered alternative accreditation particularly through life and leisure. This may include script writing, sports activities, photography and music writing
Accreditation opportunities			
• Special Arrangements for examinations and NC assessment	SG/SA		• Strong links have been established with a variety of examination boards to enable special considerations to be actioned quickly. We are also able to offer the examination centre for transferred candidates, quickly and efficiently
• Offer alternative accreditation where possible including ASDAN/AQA/Arts Award	JH/SA/MG		• This is now fully embedded. All pupils both on the ward and in the day school are offered alternative accreditation particularly through life and leisure. This may include script writing, sports activities, photography and music writing

			<ul style="list-style-type: none"> Arts Award is now delivered across all sites at Bronze and Silver levels. One of the school's LSA's is an accredited Arts Advisor.
	<ul style="list-style-type: none"> Data collected re. achievement of pupils with a disability, by subjects studied 	All	<ul style="list-style-type: none"> The use of SIMs now means that we are able to interrogate data based around medical needs, reoccurring patients, the length of stay of all ward pupils and the turnaround rate of inpatients to lesson opportunities
	<ul style="list-style-type: none"> Systems in place for the collection and analysis of data by disability 	All	
	Timetabling		
	<ul style="list-style-type: none"> Review current curriculum offer at KS4 	All	<ul style="list-style-type: none"> This is constantly under review due to the change of cohort and changes in the curriculum each academic year
Improving the physical access to the learning environment	The RFH <ul style="list-style-type: none"> School is situated on the 6th floor, there are several lifts available Wheelchair/ramp access at the main entrance of the hospital There are no disabled toilets on the paediatric ward, which could affect pupils, parents and visitors. School liaises with O.T when required 	RFH	<ul style="list-style-type: none"> The school follows the Royal Free Hospital protocols around access and facilities for visitors and pupils presenting with a disability
	RFHCS @ The Hive <ul style="list-style-type: none"> The school is accessed from the pavement. There are no steps to access the building. Doors are opened automatically via a video link. Access is restricted by staff within the building The toilet is multifunctional – it is used by all members of the school community. It is a disabled toilet with wheelchair access. There is also a lift with wheelchair accessibility if access should be required between the two floors. 	The Hive	<ul style="list-style-type: none"> The school follows The Hive protocols around access and facilities for visitors and pupils presenting with a disability
	Participation in activities <ul style="list-style-type: none"> Sporting events Cultural activities included in topics across the curriculum Educational visits and journeys Taxis are utilised for transporting pupils with access needs to outdoor events 	All	<ul style="list-style-type: none"> All activities undertaken outside school are adapted for the individual needs of each pupil. Personal health plans and risk assessments are developed for each student highlighting concerns and possible actions to be taken
Providing physical aids to access the curriculum	ICT and curriculum access		
	<ul style="list-style-type: none"> Provide access to a range of ICT hardware and software to respond to a wide range of individual needs including use of Ipads and a 	All	<ul style="list-style-type: none"> Adaptive technology is also provided; Speech to Text software

	wide variety of apps		<ul style="list-style-type: none"> • Text to Speech software • Animation program purchased to support activity pack • Lego programming sets supported by programming package on I pads • Visualiser for visual impairment • SeeingA.I App – reads text aloud – recommended for young people with dyslexia
Teaching resources and materials			
	<ul style="list-style-type: none"> • Use of visual timetables 	SA + LSA's	<ul style="list-style-type: none"> • Personalised visual timetables are created by the young person in collaboration with their personal tutor or TA
	<ul style="list-style-type: none"> • Placement of learners in the classroom with a hearing or visual impairment 	All	<ul style="list-style-type: none"> • All staff are aware of the needs of their pupils and where the best place is for them to sit to enable them to fully access the curriculum and teaching opportunities
	<ul style="list-style-type: none"> • Placement of a workstation for learners with ASD 	SA	<ul style="list-style-type: none"> • Teach Approach - Used for pupils with ASD
Deployment of learning support and use of 2nd adult			
	<ul style="list-style-type: none"> • Training of LSAs 	SA	<ul style="list-style-type: none"> • LSA's are all undertaking 'E' Learning program and regularly attend support training offered to all staff • LSA's meeting weekly with SENDCO to discuss any issues associated with SEND • Opportunities for extra training through Minded and Open University
Improving provision of information for pupils with a disability, parents/carers, and visitors	Pupils		
	Allocate time for Personal Tutors to discuss pupil progress and provide pastoral support	All	<ul style="list-style-type: none"> • Pupils all have a personal tutor allocated to them when they are admitted to the school
	<ul style="list-style-type: none"> • Providing information in plain English 	All	<ul style="list-style-type: none"> • All documents are written in plain English both for the adults and pupils
	<ul style="list-style-type: none"> • Application of ICT to produce written information in different formats 	All	<ul style="list-style-type: none"> • ICT is used throughout the curriculum, both in teaching and learning but also with the completion of work. Pupils are encouraged to produce a range of work tailored to their individual needs and interests
	<ul style="list-style-type: none"> • Use of large print for pupils with a Visual Impairment 	All	<ul style="list-style-type: none"> • Text is adapted to the needs of all pupils, whether by size, font , colour or background colour

	<ul style="list-style-type: none"> Staff awareness of technologies to support communication 	All	<ul style="list-style-type: none"> Pupils with Dyslexia are provided with additional resources eg. coloured overlays, exam reader pens, guided rulers and directed to the 'SeeingA.I. app' to support their access to the written word
Attitudes to Disability	Curriculum		
	<ul style="list-style-type: none"> Ensure Collective Time meetings and PSHE lessons include Disability Awareness 	All	<ul style="list-style-type: none"> Disability awareness is planned and delivered regularly through both PSHE and Collective time meetings. Occasionally different lessons are delivered due to the need of the school population
	Providing relevant information for staff		
	<ul style="list-style-type: none"> Training for specific needs – e.g. Hearing impairment, Autistic Spectrum Disorder, Short term memory issues 	SA	<ul style="list-style-type: none"> Recent training and support on the use of the Sensory Trolley, Sensory activities, SEN interaction, diabetes, the needs of pupils with emotional difficulties related to school refusal, Changing Minds (Mental Health programme), Differentiation, Dyslexia, ASD and Trauma Informed Practice. Mental health issues particularly self-harming, eating disorder and suicidal ideation, has been delivered through 2020-2022
	<ul style="list-style-type: none"> The school draws on the expertise of external agencies to provide specialist advice and support 	SA	
	Pupil grouping / peer interaction		
	<ul style="list-style-type: none"> Staff allocate pupil pairings / pupil seating lesson by lesson according to the particular needs of the daily intake 	All	<ul style="list-style-type: none"> Seating plans are generated as and when required taking into account the individual needs of the students.
Behaviour management			
<ul style="list-style-type: none"> Staff are consistent in their approach to dealing with behaviour issues as they arise in accordance with the RFHCS Behaviour Policy June 2022 	All	<ul style="list-style-type: none"> All staff completed an indepth training on Trauma Informed Practice with Katie Taunton in June 2020. SA delivered training on behaviour management strategies embedded in TiPiC in September 2021 and revisited during various training throughout the academic year. EP delivered various emotion coaching INSETS focusing on practical strategies to support young people displaying fight, flight & freeze behaviours. School staff are now working in partnership with different settings in Camden sharing good practice and behaviour management strategies as part of the TiPiC project. 	

Accessibility Plan Audit on Curriculum Access and Delivery of Information to Pupils with a Disability

1. Staff awareness of disability issues – across all sites

For example awareness of need to: <input type="checkbox"/> allow additional time for some pupils with a disability in practical activities		For example awareness of need to: <input type="checkbox"/> provide alternative ways to access activities e.g. in PE <input type="checkbox"/> use a range of strategies to support pupils with difficulties in short term memory	
Successful practice ✓ - supporting students with emerging signs of EBSA (Emotionally Based School Avoidance)	Developing ✓ in PMLD area.	Development need Adapting our whole school provision to meet an increasing amount of complex needs	

FURTHER COMMENTS:

Strengths:

- High staff awareness of diversity of needs for pupils with a range of medical conditions, including mental health conditions
- The employment of a Speech and Language specialist who has supported both pupils and provided staff INSET on Speech, Language and Communication Difficulties and how to best support these pupils. Possible increase of support to 2 days per week from September 2022.
- Strong induction system for all out-patient pupils – Admission procedures involving pupils, parents and professionals within the multi-disciplinary team supporting each student.
- Shared awareness and understanding of pupil needs through daily morning briefings and weekly staff meeting sessions which discuss pupil progress and raise awareness of any new concerns which need support.
- Information for supporting pupils with SEND is produced by the SENDCo when a pupil presents with a specific special need. E.g. ASD, Self harm, Bipolar etc.
- Frequent communication with the Virtual School to support LAC (looked after children).
- Deputy Head recently completed a Masters in Diabetes to increase ability to work with patients and the medical staff on the paediatric ward support.
- External agencies and professionals frequently deliver INSETs focusing on a variety of conditions and needs.
- Termly meetings between SA and Diana Goldin (SEN Governor) to discuss SEND provision.
- The Governing Body receives regular reports on how the school is meeting its duties for pupils with SEND.
- All LSA's have opportunities to complete a wide range of SEND training which enables them to work either 1:1 or whole classes with a variety of students displaying complex needs.
- All staff implement behavior management strategies such as PACE, embedded in Trauma Informed Practice.

During the Coronavirus pandemic

- All staff were in regular contact with their tutees through phone calls. Issues around work and well being were discussed with carers/parents and pupils. This was reported back to the school meeting held twice a week via 'Zoom'. Support is then offered to both students and tutors as and when needed
- Websites and Apps recommended to all pupils to enable them to access good quality teaching.

Area for development

- Increase understanding of needs of pupils with profound and multiple learning difficulties. We are expanding our provision to accommodate a new cohort of young people with PMLD and other complex needs. Due to the nature of previous cohorts it has been difficult to consolidate staff expertise.

2. Inclusive Classrooms

For example:

- Creating optimum environment for pupils with SEND
- For pupils with ASD
- For pupils with a physical disability or SEMH
- For pupils with a visual impairment and/or sensory needs

For example:

- Providing access to range of ICT hardware and software to respond to a wide range of individual needs

<p>Successful practice ✓ most areas including SEMH, EBSA and Trauma Informed Practice</p>	<p>Developing ✓ the intersection between ASD, ED and Trauma</p>	<p>Development need in PMLD area</p>
<p>FURTHER COMMENTS:</p> <p><u>Strengths: - Hospital Classroom</u></p> <ul style="list-style-type: none"> Existing accommodation in the hospital classroom is very small and restrictive in layout. However, OFSTED has commented that we make the best use of the space available Recent refurbishment of the school classroom in April 2022 now includes ‘speech bubbles’ and Artwork completed by partnered Artist Leo Smith. Furniture is stackable and of varying sizes which can easily be re-arranged to accommodate different group sizes, different layouts in the classroom which then enable us to incorporate wheelchairs, as well as beds Double doors are available which can be opened easily to enable bed and wheelchair access We have two ICT trolleys which are adjustable for pupils in wheelchairs, or pupils who wish to stand while working We have an interactive plasma screen in addition to our interactive whiteboard which can be used to project visual and other information Extra iPads were purchased in 2018 and are actively used on the ward and in the classroom. All apps are appropriately used to support learning with pupils with SEND <p><u>Strengths: - Classroom at RFHCS @ The Hive</u></p> <ul style="list-style-type: none"> The accommodation is open plan and spacious, more room to move around and a variety of places to sit away from the more formal learning. There are three break out rooms for 1:1 or small group learning, which can be doubled up as meeting rooms <p><u>Area for development – Hospital Classroom</u></p> <ul style="list-style-type: none"> Recent refurbishment has taken place in order to entice young people to work in the classroom. Ensure all ICT is ready for use at the start of each day as well as making sure software is kept up to date. <p><u>Area for development – Classroom at RFHCS @ The Hive</u></p> <ul style="list-style-type: none"> Ensure all ICT is ready for use at the start of each day as well as making sure software is kept up to date. Ensure that adequate time is allowed at the end of each day for all equipment, materials and laptops to be put away in their designated area and cupboards then locked. 		

3. Inclusive Learning and Teaching

<p>For example</p> <ul style="list-style-type: none"> <input type="checkbox"/> Variety of teaching styles <input type="checkbox"/> Variety in use of pupil grouping <input type="checkbox"/> Lessons planned to be responsive to pupil need and diversity 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of visual, auditory and kinesthetic strategies –multi-sensory approaches <input type="checkbox"/> Use of sign and symbol systems where required
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Successful practice ✓ in most areas	Developing ✓ ASD	Development need ✓ PMLD
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FURTHER COMMENTS

Strengths:

- Planning and delivering a mixed age, mixed ability curriculum at primary and secondary level both on the ward and in the hospital classroom
- Supporting pupils with mental health difficulties which impact on their learning and can frequently have debilitating / disabling effects on their day-to-day lives
- Working in partnership with parents and other professionals in identifying appropriate learning objectives
- Good record keeping and multi-disciplinary networking / liaison
- Range of teaching / learning styles (e.g. alternative curriculum projects built into programmes for children with Autistic Spectrum Disorder)
- Although we offer a range of curriculum subjects, the timetables of long-stay pupils are tailored to individual needs following consultation with the pupil, the parents and all professionals associated with the child's care - e.g. pupils with eating disorders are frequently admitted to the school in the first instance to support their personal (emotional and psychological) and social development, rather than to work on academic targets; other pupils may need a reduced curriculum programme which allows them to focus on core subjects or particular GCSEs
- We work closely with the medical team and the play specialist team to ensure appropriate mixture of pastoral care, leisure activity and academic input for pupils on the ward
- Teachers use a variety of different ways in which information is presented to pupils
- Pupils are actively encouraged to communicate their ideas in a variety of ways appropriate to their individual needs
- Pupils are encouraged to work in a variety of groupings
- Teachers use a range of teaching styles, including didactic, interactive, practical, modeling, multi-media, interactive technology
- PSHCE objectives are integrated across the curriculum
- Basic skills – e.g. literacy, numeracy, ICT and study skills - are included in teacher planning across the curriculum
- A Sensory Trolley, big bag books and sensory resources are used on the ward with great success for pupils with PMLD
- Text magnifier has been purchased for any learners with a visual impairment, but has not been used as pupils with visual impairment rarely present on the ward
- Staff training has been delivered enabling staff to develop further our expertise in provision for pupils who have experienced trauma. We have bought in new equipment – e.g. sensory trolley and big bag books. However, as pupils with PMLD are rarely on the ward for long periods of time, it has been difficult to **consolidate** staff expertise in this area through regular practice and application
- Thinking cards have been produced to enable pupils to think about their own cognitive behaviours around mental health and wellbeing – these have now been introduced to a wider audience, both within Camden and nationally, through the Camden Mental health hub. Youtube clips have also been developed to support the application of the thinking cards
- Google drive has now been firmly established as a learning platform. All students are expected to access Google drive, to check work set, complete and submit work. A number of folders have been set up to support mental and physical health.
- A wellbeing pack created to support wellbeing including mindfulness art activities

During the Coronavirus pandemic

- Google Drive was a particularly important platform for all the day school pupils
- We generated an online timetable which continues to be in use for young people who cannot access RFHCS @ The Hive
- Twitter account – now firmly established with live feeds giving information and support for mental health, activities around theatre, scouts, mindfulness and Joe the body coach etc.

Area for development

- Continue developing expertise and confidence in supporting students with PMLD, encouraging staff to observe good practice on the ward when the opportunity arises

4. Inclusive Curriculum

For example: <input type="checkbox"/> All pupils participating in educational visits and school journeys <input type="checkbox"/> All areas of the curriculum made accessible: e.g. music, PE, science		For example: <input type="checkbox"/> All pupils taking part in the day to day life of the school	
Successful practice ✓ all sessions are tailored to the individual needs of the student	Developing ✓ We are expanding our provision to meet more complex needs	Development need ✓ The intersection between ASD and mental health/PMLD	
FURTHER COMMENTS <u>Strengths:</u> <ul style="list-style-type: none"> • Multimedia Advocacy – all young people complete progress sheets after lessons, giving pupils a voice when discussing their progress and thoughts at their pupil progress meetings. • All pupils declared well enough to attend the classroom are admitted – the only restriction might be space. Where there is not enough space, pupils are prioritised for class admission based on their length of stay in hospital, as well as ‘the best fit’. Pupils who are unable to be accommodated in the classroom are taught on the ward. (This situation rarely occurs) • All pupils are encouraged to participate in extra-curricular activities and special events held in the classroom. • We provide adaptations to the curriculum that enhance inclusion. We offer an individualised learning package which allows students with additional needs or those working below national expectations at Year 7 or above to receive extra help with their literacy and numeracy skills • We have a wide range of laptops, iPads, Chrome books and Kindles available for all pupils to use • The school organises outside visitors from museums, galleries, theatre workshops, musical performers and Readwell to complement the curriculum • We also organize school trips to museums, galleries, theatres, cinemas, sites of interest or entertainment for those pupils well enough to go off the hospital premises. Where medical supervision is required, we negotiate with the medical team for the attendance of nursing staff and the provision of taxis • School visits take into account students with disabilities. Visits are planned for in advance, a risk assessment is undertaken and an action plan produced. We aim to ensure that all students have the opportunity to participate in school visits irrespective of attainment or impairment • We have acquired a range of P.E. activities / or Leisure Games activities that are suited to our small hospital environment and have full time access to an outdoor table tennis table, indoor table football equipment and the hospital chapel and sports hall • We have access to the hospital sports hall twice a week. All day students are encouraged to participate in sports such as football, basketball and other active ball games • We are very experienced in designing and shaping the curriculum to meet the needs of the individual pupil • Positive attitudes towards difference and equal opportunities are incorporated into the curriculum, particularly in Citizenship and PSHRE and through all staff having the opportunity to share information and techniques at morning briefing • AQA Unit award system has now been successfully introduced to enable all pupils to achieve an alternative accreditation • We have access to a sensory garden which the pupils are encouraged to visit weekly (weather permitting) • We have linked into the hospital therapy dog scheme, our sensory dogs visit the school on various timetabled days throughout the week 			

5. Training on Disability Issues

<p>For example</p> <ul style="list-style-type: none"> <input type="checkbox"/> Training plan for disability awareness <input type="checkbox"/> Training for specific needs – e.g. hearing impairment, Asperger syndrome 	<ul style="list-style-type: none"> <input type="checkbox"/> Training for governing body <input type="checkbox"/> Training for inclusive teaching and learning <input type="checkbox"/> Teaching Assistants trained and able to support pupils with a disability 	
<p>Successful practice</p> <ul style="list-style-type: none"> ✓ all staff receive training relevant to meet the needs of each cohort 	<p>Developing</p> <ul style="list-style-type: none"> ✓ staff are increasing their knowledge of medical needs to support students at RFHCS @ The Hive as well as on the Ward 	<p>Development need</p> <ul style="list-style-type: none"> ✓ increase the amount of staff who can liaise with the medical team on the ward to support patients in the classroom

FURTHER COMMENTS

Strengths

- Training to further inclusive practice is an on-going priority in our SiP. Evidence of the range of courses which affect Quality of Teaching and contribute to good inclusive practices is available in the annual Staff INSET Audit
- Training on equal opportunities and inclusion is regularly on offer to governors
- The school offers training on the Access to Education for Medical Needs for mainstream schools in the borough. We have also given training on the needs of pupils with emotional difficulties related to school refusal
- In house training around eating disorders delivered regularly to all staff by the Sister from the Eating Disorder Intensive Service
- October 2019 - Training offered to borough around mental health issues particularly self harming, eating disorder and suicidal ideation
- Recent interventions have included 'Toe by Toe', Lexia, Reading interventions, Maths and English support in class, Speech and Language support around friendships, delivering a short speech, interview techniques and an ASD peer group
- If a child is coming to our school with needs requiring new expertise, we make a plan to develop that expertise and provide relevant on-going training and provide supporting information
- RFHCS is Mental Health Lead School for Camden and a Lead practice school for emotional health and wellbeing
- Head teacher is a member of the Camden Mental Health in schools working group, Schools in mind working group and Healthy schools working group
- Head teacher regularly blogs/writes for the TES on SEND issues
- Deputy head teacher recently completed a Masters in Diabetes and attends conferences nationally advocating our multidisciplinary work
- Leading a new learning hub for mental health alongside two other schools
- Our recent LinkEd Up project has expanded our platform as a Trauma Informed School enabling us to support different settings with their most vulnerable students
- All staff have completed comprehensive training delivered on Trauma Informed Practice
- LSA's have a greater understanding of ASD after recently completing comprehensive ASD training delivered by Camden Learning
- Yearly, all staff complete a training audit based on SEND, their knowledge, skills and confidence. This is then used to identify any issues that may need to be addressed through the year

Staff awareness training has also been delivered on –

- Mental Health and stigma
- Suicidal ideation and self harming prevention and awareness
- Checklists of physical conditions and strategies to support learning
- CAMHS
- Mental health in the classroom
- 'E' safety – children suffering harm on-line
- Behaviour management
- Differentiation workshops
- Solution focussed therapy
- Mindfulness
- Emotion Coaching
- Positive behaviour management strategies embedded in Tipic

6. Delivery of Information to Pupils with SEND

For example <input type="checkbox"/> Providing information in plain English <input type="checkbox"/> Use of signs and symbols when appropriate <input type="checkbox"/> Application of ICT to produce written information in different formats		For example: <input type="checkbox"/> Use of Large print for pupils with a Visual Impairment <input type="checkbox"/> Use of Braille + audiotape for pupils with a Visual Impairment <input type="checkbox"/> Staff awareness of technologies to support communication	
Successful practice ✓ all information is adapted to suit the different learning styles of the students increasing general accessibility	Developing ✓ the use of ICT to provide information for students/Google classroom	Development need ✓ staff awareness of technologies to support communication/use of signs and symbols	
FURTHER COMMENTS We have very few pupils per year who require the range of expertise listed above. We therefore have few opportunities to practice and consolidate what we have learnt. There is a need to increase awareness of and access to writing with symbols software for pupils with disabilities in the schoolroom.			

Accessibility Strategy and School Access Plan: Audit on Physical Environment

RFHCS Ward and Classroom

Question	Yes	Partially	No
1. Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		✓	Restrictions due to the school being located within a hospital
2. Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓		
3. Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
4. Are emergency and evacuation systems set up to inform ALL pupils including pupils with SEND and disabilities; including alarms with both visual and auditory components?	✓		This is the responsibility of the Royal Free Hospital
5. Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓		This is the responsibility of the Royal Free Hospital
6. Is the décor or signage considered to be clear and appropriate for pupils with a disability such as visual impairment, autism or epilepsy?	✓		
7. Are areas to which pupils should have access well lit?	✓		

8. Have steps been taken to reduce background noise for pupils with a hearing impairment such as considering a room's acoustics and noisy equipment?	✓		This is the responsibility of the Royal Free Hospital
9. Is furniture and equipment selected, adjusted and located appropriately?	✓		

RFHCS @ The Hive

Question	Yes	Partially	No
1. Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	✓		
2. Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓		
3. Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
4. Are emergency and evacuation systems set up to inform ALL pupils including pupils with SEND and disabilities; including alarms with both visual and auditory components?	✓		This is the responsibility of The Hive – Catch 22
5. Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓		
6. Is the décor or signage considered to be clear and appropriate for pupils with a disability such as visual impairment, autism or epilepsy?	✓		
7. Are areas to which pupils should have access well lit?	✓		
8. Have steps been taken to reduce background noise for pupils with a hearing impairment such as considering a room's acoustics and noisy equipment?	✓		
9. Is furniture and equipment selected, adjusted and located appropriately?	✓		

This Accessibility Plan should be read in conjunction with the following Royal Free Hospital Children's School policies, strategies and documents:

- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy
- Emergency Evacuation Procedures
- Equalities Policy
- Fire Safety Report
- Health & Safety Policy
- Risk Register
- Safeguarding and Child Protection Policy

- School Improvement Plan
- SEND Evaluation
- SEND Policy
- SEND Local Offer