



RFHCS Accessibility Plan 2023 - 2025

The RFHCS is committed to providing all young people and adults who use and visit the school with access to the facilities and that young people can access the curriculum. The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all young people with a disability can take full advantage of their education and associated opportunities.

Principles

Compliance with the Equality Act is consistent with the RFHCS's aims, equal opportunities policy and SEN information report.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

In performing their duties governors have regard to the Equality Act 2010

The RFHCS:

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality

The RFHCS provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Useful definitions from legislation:

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities."

Definition of Special Educational Needs (SEND Code of Practice September 2015) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

The Accessibility Plan:

This plan sets out proposals of the Governing Body of the school to increase access to education for disabled young people in three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which disabled students can participate in the school curriculum
 2. Improving the environment of the school to increase the extent to which disabled young people can take advantage of education and associated services
 3. Improving the delivery to disabled students of information which is provided in writing for students who are not disabled
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1. Increasing the extent to which disabled students can participate in the school curriculum

This is supported by:

- Staff briefings three times per week to share good practice and highlight YP needs to plan how these can be met
- On-going continuing professional development (CPD) twice per week to enhance teaching and pastoral care for all YPs
- Bespoke timetables to recognise and support individual needs of YPs
- Appropriate interventions to support a range of SEND needs e.g. Lexia reading programme, Emotional Literacy Support Assistants (ELSA), Emotion Base School Avoidance (EBSA) support
- Specialist support from external professionals e.g. educational psychologist, speech and language therapists and CAMHS
- Use of digital technology to enhance inclusion and access to the curriculum and assessment
- Reasonable adjustments and exam access arrangements according to need
- Providing advice for schools about how to support young people with specific medical conditions e.g. diabetes, Crohn's disease
- Providing educational consultancy, advocacy and access support through our Outreach Service and work with the RF CAMHS Eating Disorders Intensive Service (EDIS)

Areas for development:

- Develop use of digital technology and ensure all YPs are confident using technology to access the curriculum
- Continue to develop EBSA support to enable YPs to increase their attendance
- Continue to work with families to include them in their YPs education
- Continue to develop effective admissions and transitions processes to support YPs access to the curriculum at RFHCS and other settings

2. Improving the environment of the school to increase the extent to which disabled young people can take advantage of education and associated services

The RFHCS recently acquired the Konstam site as a permanent home for alternative provision programmes for young people in KS3 and KS4. The Konstam building was built in 1921 and the building has had adaptations so that the majority of the site is compliant with the Equality Act 2010.

This is supported by:

- The second floor is accessible by lift
- There are 4 disabled toilets, 1 on the ground floor and 3 on the first floor
- Corridors are wide and accommodate wheelchairs
- There is an Evac chair and Personal Emergency Evacuation Plans (PEEPs) in place
- All YPs can access the kitchen
- Accessing transport for YPs so they can attend school and extra-curricular activities e.g. Equine Therapy
- Use of specialist equipment e.g. Sara Steady
- Collaboration with physiotherapists and occupational therapists to support YPs to access the curriculum and have therapy on-site, as appropriate

Areas for development:

- As staff and YPs use the building, further adaptations can be considered
- Continue to train staff to use new equipment as it is acquired
- Improving lighting to support YP with sensory issues

3. Improving the delivery to disabled young people of information which is provided in writing for young people who are not disabled

This is supported by:

- Regular meetings, phone calls and texts with parents to support their access to information
- Providing a range of communication options to meet the needs of parents and young people
- Creating a warm and welcoming environment where parents and young people feel comfortable to share their needs so that these can be met
- Enlarged texts and interactive whiteboard slides through the regular use of digital technology
- The use of subtitles when watching clips and films
- Seating plans to accommodate any young people with visual and hearing needs, or any medical needs
- Appropriate exam access arrangements to meet the young people's needs

Areas for development:

- Review how young people develop their digital technology skills to support independent learning
- Access interpreters when required to support families who need a BSL interpreter or another language

Date: November 2023

To be reviewed: November 2025

Action Plan:

Objective	Staff	Resources	Evidence of Impact	Monitoring	Timescale
1. Increasing the extent to which disabled students can participate in the school curriculum					
○ Develop use of digital technology and ensure all YPs are confident using technology to access the curriculum	Teachers and TLAs	Chromebooks Camden SITT	YPs are able to use Chromebooks effectively to support their study, they submit work and can access relevant resources online.	Teachers and TLAs monitor this during lessons and through communication with parents to support YPs to access learning at school and at home.	On-going
○ Continue to develop EBSA support to enable YPs to increase their attendance	Educational psychologist, Tutors, all staff, DSL	Educational psychologist with expertise in EBSA. Attendance Policy.	Increased attendance relative to each YPs circumstance.	Weekly attendance monitoring by DSL, tutors, teachers and TLAs monitor attendance daily. Daily log sent out to all staff.	On-going
○ Continue to work with families to include them in their YPs education	All staff	As relevant to each YP's and family's circumstances External professionals when involved	Families are engaged in their child's education and can access the information and support they require to do so	Tutors, TLAs, daily log calls, termly reviews, meetings as required.	On-going
○ Continue to develop effective admissions and transitions processes to support YPs access to the curriculum at RFHCS and other settings	AY, SA, SG, programme leads	School Inclusion Panel Referrals from external professionals Admissions policy and criteria	The admissions process is robust and consistent, reviewed every half-term All relevant information is received and processed efficiently	Every half-term YP voice Parent voice Staff voice	On-going

Objective	Staff	Resources	Evidence of Impact	Monitoring	Timescale
2. Improving the environment of the school to increase the extent to which disabled young people can take advantage of education and associated services					
○ As staff and YPs use the building, further adaptations can be considered	SC and All staff and YPs	Konstam building	Currently being monitored, too early to say	Daily basis	On-going <i>To be reviewed by All in Spring Term 2024</i>
○ Continue to train staff to use new equipment as it is acquired	All staff as relevant to YP needs	As recommended by professionals Training from physiotherapists and occupational therapists	YPs have the equipment they need e.g. Sara Steady and staff are confident to use it	On-going YP voice Staff voice	On-going <i>Paediatric First Aider training/ Additional Fire Marshall training (Jan 24) Evac Chair training (Dec 23)</i>
○ Improving lighting to support YP with sensory issues	SC	Building/Premises team at Camden	YPs and staff do not experience negative sensory impact from lighting	On-going YP voice Staff voice	On-going <i>To be reviewed by All in Spring Term 2024</i>
3. Improving the delivery to disabled young people of information which is provided in writing for young people who are not disabled					
○ Review how young people develop their digital technology skills to support independent learning	Teachers and TLAs	Chromebooks Camden SITT	YPs are able to use Chromebooks effectively to support their study, they submit work and can access relevant resources online.	Teachers and TLAs monitor this during lessons and through communication with parents to support YPs to access learning at school and at home.	On-going
○ Access interpreters when required to support families who need a BSL interpreter or another language	All staff when relevant/needed	Camden Interpreter service/to be investigated	Families are supported to have equal access to information and meetings	Family voice	Jan 2024/ On-going

