



# Accessibility Plan

## Robert Jones and Agnes Hunt Hospital

<b>Adopted:</b>	March 2018
<b>Reviewed:</b>	September 2024
<b>Next Review:</b>	September 2025
<b>Governing Committee:</b>	12 March 2018
<b>Responsibility:</b>	Greg Portman

## Aims and Objectives

### Robert Jones and Agnes Hunt Hospital

Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

The table below sets out how the school will achieve these aims.

Aims	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p><b>Increase access to the curriculum for students with a disability</b></p>	<p>Our ability to develop and increase the curriculum opportunities to be inclusive in meeting the needs of all students eg. Students with physical disabilities, hearing difficulties, speech difficulties, visual impairment, communication difficulties and English as a Second Language.</p>	<p><b>LT:</b> Ensure continued robust liaison with outside agencies and our mainstream partner schools to ensure sharing of resources and good practice.</p>	<p>Liaise with medical professionals to identify disability. Where appropriate contact school for further information</p>	<p>All teaching staff.  Monitored by Executive Head (Greg Portman) and Hospital Educational Coordinator (Helen Portman)</p>	<p>Ongoing.</p>	<p>Liaise with medical professionals to identify disability. Where appropriate contact school for further information</p>

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<p><b>Increase access to the curriculum for students with a disability</b></p>	<p>Using specialist agencies (e.g.: Physiotherapists CAMHS, speech therapists, Educational Psychologists, Occupational Therapists etc.) to investigate and extend opportunities for students with specific needs.</p>	<p><b>LT:</b> Advice from specialist agencies is communicated with all stakeholders.</p>	<p>Mainstream school to complete referral paperwork as necessary and make reasonable adjustments.</p>	<p>All teaching staff.  Monitored by the Hospital Educational Coordinator (Helen Portman)</p>	<p>Ongoing.</p>	<p>Recommended referrals are actioned and appropriate advice sought.</p>
	<p>Liaising with medical professionals, mainstream schools, outside agencies and families throughout the child's admission. Sharing information</p>	<p><b>LT:</b> Collaborate between key personnel for the student.</p>	<p>Information is appropriately shared.</p>	<p>Monitored by the Hospital Educational Coordinator (Helen Portman)</p>	<p>Ongoing.</p>	<p>All relevant staff are aware of needs.</p>

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<b>Increase access to the curriculum for students with a disability</b>	All partner schools are made aware of the details of individual needs and disabilities to arrange physical learning environments as appropriate (e.g. Student with medical conditions) and ensure successful transitions back into school	<b>ST:</b> Liaise with the medical professionals in ensuring a smooth transition for the student into their mainstream setting.	Ensure all staff are fully equipped with the knowledge to ensure a safe and happy transition for the student.	All teaching staff.  Monitored by the Hospital Educational Coordinator (Helen Portman)	Ongoing.	Students will have a safe, healthy and successful transition into their mainstream setting.
<b>Improve and maintain access to the physical environment</b>	The hospital school area is open plan and accessible for all physical disabilities. Where appropriate, tuition can take place at the bedside.	<b>LT:</b> The hospital provision will continue to regularly re-examine and evaluate the existing provision and its systems.	Through communication with the NHS ward manager examine the current indoor learning environment.	Executive Head. Monitored by the Hospital Educational Coordinator (Helen Portman)	ongoing	Ensure all students with a disability can be involved in all aspects of educational provision on the ward.

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<b>Improve the delivery of written information to students</b>	<p>Where appropriate teaching staff consult with specialist services to provide large print of a suitable size for visually impaired students.</p> <p>Appropriate seating positioning is made available.</p>	<p><b>LT:</b> Ensure robust liaison with outside agencies (VIS) to ensure sharing of resources and good practice.</p> <p><b>LT:</b> Ensure staff establish an ethos of mobility where appropriate so that seating can be organised, and students moved where necessary to meet the needs of all individuals.</p>	<p>Identify agencies involved with student; make contact to access appropriate support whilst taught at TMBSS.</p> <p>Students moved to meet their individual needs as and when necessary.</p>	<p>All teaching staff.</p> <p>Monitored by Executive Head (Greg Portman) and the Hospital Educational Coordinator (Helen Portman)</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>All outside agencies are identified and appropriate support identified.</p> <p>All students seated in a position which gives them the best learning experience.</p>

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<b>Improve the delivery of written information to students</b>	ICT is used as an alternative method of recording and technology can be viewed at larger resolutions.	<b>LT:</b> Where appropriate, other methods of providing written information will be sourced including, if required, Braille, interpretation, and amanuensis.	Student's needs are addressed using alternative methods of recording.	All teaching staff. Monitored by Executive Head (Greg Portman) and the Hospital Educational Coordinator (Helen Portman)	Ongoing.	Students use alternative methods of recording when necessary.

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<b>Corridor access</b>	Corridor access is wide and clutter-free.					
<b>Entrance</b>	The RJAH is a public building and meets disability access requirements.					
<b>Toilets</b>	Accessible toilets on the ward are disability friendly and fitted with handrails and, a pull emergency cord system.					
<b>Signage</b>	The ward emergency signage and escape routes are clearly marked.					
<b>Fire Alarms</b>	<p>The fire Alarms are regularly tested through NHS staff.</p> <p>The NHS evacuation procedures are in place.</p>					

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<b>Doors</b>	Doors are compliant with regulations.  The main doors and school room are double doors; both doors can be opened at the same time.					
<b>Emergency escape routes</b>	NHS Emergency escape routes are clear and clutter-free.					