

TRACKS-Education Policy for Education in Hospital 1 (Airedale) & Education in Hospital 2 (BRI) Accessibility Plan 2016-2017

Manager/Co-ordinators/Leader/Owner (delete or change as appropriate)	Jayne Tidwell SENCO
Policy Status: Approved/Awaiting MC Approval	Approved November 2016
Prepared by	Sue Sutcliffe & Carol Cameron
Next Review	October 2019
This Version No.	1.2
Signed by Sally Birkbeck MC Chair	-----

PART B

Aims and Objectives

All school age pupils admitted to the ward are admitted to the school. Each morning the register is updated and advice from senior ward staff is sought about pupils' fitness to attend. Only pupils deemed medically fit are taught.

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Maintain access to the physical environment within the school rooms,
- Improve the delivery of information to pupils and parents,

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers and home schools of pupils who are already Regular and Recurrently at BRI or AGH, we ask home schools to keep the Education in Hospital Learning and Teaching team at BRI and AGH informed of any changes to the information they have provided.

Physical Environment

Education in Hospital 1 (AGH) and Education in Hospital 2 (BRI) (EiH1&2) are located in the paediatric wards of their respective NHS settings. These are purpose built/adapted buildings, built to a high specification in accordance with accessibility and health and safety laws. Whilst these buildings do not belong to the school or to the local authority they are regularly audited by TRACKS Education SLT and Management Committee to ensure that they are fit for purpose and that the day to day operations within them are in accordance with the guidelines set out in the TRACKS Education health and safety policy.

Curriculum

TRACKS Education employs a quality first teaching approach and the need for differentiation is met through fine tuned assessment of pupil's prior learning which, for regular, recurring and long-stay pupils, is supplemented by communication with the pupils Home Schools to ensure staff have a good shared understanding of next steps required to ensure continuity in learning. Consequently all groups of pupils make good progress because learning activities are well matched to their starting points.

Teaching at this school is complex as pupils change from day to day and medical treatments take priority over learning. The EiH1&2 learning and teaching team undertake outreach work supporting pupils and their schools in understanding the learning needs and achievements while working in the hospital settings and enabling all pupils to get the maximum benefit from the school day.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

The EiH1&2 learning and teaching team ensures that that key members of staff can use alternative methods of communication (including for example Makaton, sound buttons, picture cues). Training and resourcing for this is according to identified pupil need.

The EiH1&2 learning and teaching team works with the District Achievement Partnership (DAP) specialist provision striving to ensure that when

using symbols or signs there is consistency between our practice and that of the DAP special schools and additionally resourced centres across the city.

Where necessary communication in The Eih1&2 learning and teaching team is supported with objects of reference and symbols, as agreed through the DAP schools across the authority. This need varies greatly between pupils; advice in relation to this will be sought from home schools, pupils, parents and professionals.

Access Audit

Both Eih1&2 admit pupils who are of school age and between the ages of 4 and 18. Pupils admitted to the children's wards are entitled to be admitted to the Hospital schools at either Hospital. All school age pupils are registered with the school each day however only pupils identified by senior medical staff as fit to attend lessons are taught. Priorities are in place for those pupils who are regular, recurring and long stay pupils as set out in the 'Learning and Teaching Policy'. Pupils across both hospital settings are taught by the learning and teaching team who work closely with, and are responsive to the ongoing advice of the medical teams and information and advice from pupils home schools.

Education in Hospital 2 (BRI) is set over three children's wards and is a setting with 61 general beds (and an additional 3 chairs for transfusion patients and a 4 bed bay assessment unit).

Education in Hospital 1 (AGH) is set in one children's ward and is a setting with 24 beds (one of which can be used as an ITU bed). The learning and teaching team are deployed across both sites according to need.

Both hospital settings include pupils from across the local authority, whose home schools are both mainstream and specialist provision. They also cater for pupils from out of authority schools and private provision. Where there is a need TRACKS hospital schools will facilitate pupils' home schools to administer end of Key Stage examinations and GCSE, AS and A Level examinations.

The Hospital settings has internal emergency signage and escape routes are clearly marked. Eih1&2 follow the guidelines and policies for the respective hospital settings.

Management, coordination and implementation

- We will consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Management Committee and Senior Leadership Team will work closely with the Local Authority.

Action Plan : **Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability and additional specific needs.

Targets	Strategies	Time Scale	Responsibilities	Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2016/17	SLT & Governors All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish and maintain close partnership working with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2016/17	HT SENCo All Teachers	Clear collaborative working approach including home visits where required.
To establish close liaison with outside agencies and NHS professionals for pupils with on-going health needs, including mental health needs.	To ensure collaboration between all key personnel. Annual training and medical updates	Ongoing throughout 2016/17	HT SENCo ESW team Support Services	Clear collaborative working approach Medical qualifications updated at least annually

<p>To ensure full access to the curriculum for all pupils.</p>	<ul style="list-style-type: none"> • Employment of specialist teachers to deliver CPD for staff • A bespoke 1:1 curriculum offered • Specialist resources to support learning and access to the curriculum • Support staff including a TA and HLTA • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced as per professional advice • Facilitate access arrangements to allow home schools to administer statutory testing 	<p>Ongoing</p>	<p>Teachers SENCo Specialist Teacher Support Services</p>	<p>Advice taken and strategies evident in classroom practice and curriculum delivery.</p>
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and

associated services.

Targets	Strategies	Time Scale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	Head Teacher Deputy Head All other staff as is appropriate Hospital Managers	Enabling needs to be met where possible.
To ensure that the medical needs of all Regular and Recurring pupils are met fully within the capability of the school.	<ul style="list-style-type: none"> To work with parents, pupils' home schools, medical staff and pupils to establish individual protocols and identify training needs for staff supporting pupils 	With immediate effect to be constantly reviewed	SLT SENCo Teaching staff Support staff Hospital staff	There are clear records of the medical history or needs of each pupil. This information supports informed actions to support that pupil in maintaining full access to school and resulting in good and outstanding attendance records.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Time Scale	Responsibilities	Success Criteria
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<p>To enable improved access to written and visual information for pupils, parents and visitors.</p>	<ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school rooms to ensure that is accessible to all is a valuable exercise. • Facilitate access arrangements to allow home schools to administer statutory testing • To publish the Accessibility Plan on the school website. 	<p>Ongoing</p> <p>September 2016</p>	<p>Head Management Committee representative SENCo Teaching team Support staff</p>	<p>To ensure written and visual information is accessible to all pupils, parents and visitors.</p>
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Review November 2018