



School Accessibility Policy and Action Plan – October 2025 (to be reviewed October 2026)

1. Introduction

This Accessibility Policy outlines how Southampton Hospital School ensures equal access to education and facilities for pupils with disabilities, in line with the Equality Act 2010 and the SEND Code of Practice. The policy supports our commitment to inclusion, equality, and respect for all pupils.

2. Legal Framework

This policy is guided by the Equality Act 2010, which defines disability and outlines the duty of schools to make reasonable adjustments. It also aligns with the SEND Code of Practice and the Children and Families Act 2014.

3. Vision and Values

Southampton Hospital School is committed to fostering an inclusive environment where all pupils can thrive. We aim to remove barriers to learning and participation, ensuring every child has the opportunity to succeed.

4. Curriculum Access

We ensure that pupils with disabilities can access the curriculum through quality-first adaptive teaching, use of assistive technologies, and personalised learning pathways.

5. Physical Environment

We continually assess and improve the physical environment to support mobility, sensory, learning and communication needs.

6. Information Access

We can provide information in accessible formats such as large print, audio, and simplified language, be that in English or alternative languages as required by our diverse range of families.

7. Roles and Responsibilities

The SENDCOs oversee the implementation of this policy. Governors monitor progress, and all staff are responsible for making reasonable adjustments in their areas of work. External professionals, such as Southampton Inclusion Partnership, may be consulted for specialist advice.

8. Monitoring and Review

This policy and the associated Accessibility Action Plan are reviewed annually. Progress is monitored through staff feedback, pupil voice, and accessibility audits.

SHORT TERM	Targets	Strategies	Outcomes	Progress towards targets by review date	Review Date
Curriculum Access	All learning is accessible to the individual pupils and is adapted as required to ensure inclusivity.	Teachers are responsible for using adaptive teaching strategies, such as scaffolding, sentence stems, modelling for their pupils. Where adaptive teaching is used this will be recorded using Assess, Plan, Do, Review framework.	All pupils will be able to access the curriculum and make progress. This will be visible in planning documents, pupil profiles and student books/learning journeys.		
Physical Environment	Monitor the physical environment to identify areas that may require attention.	Regular visual inspections of all the schools e.g. steps, stairs parking issues, internal doors, toilets, gates, lighting, heating, signs, floor coverings etc.	Urgent items will be identified and addressed immediately. Identified issues will be addressed under the school's Health & Safety Action Log. Other identified issues will be incorporated into med/long term planning.		
	Every classroom is optimally organised for students with sight, hearing, physical or sensory needs as required.	Seek advice from SENDCO and other professional bodies. Teaching staff are aware pupils' needs and of various resources and strategies to optimise learning environment . As required, teachers will implement a variety of resources and strategies to tailor the learning environment to individual pupils' needs, e.g. use of bariatric chairs, height adjustable desks, writing slopes, assistive technology etc. Consideration will also given to this for bedside teaching, for example by removing visual and noise distractions, through use of bed space curtains and jack-splitter headphones.	Pupils with sight, hearing, physical or sensory needs will access a learning space tailored to meet their specific needs.		
Information Access	Raise awareness of employees to the services that are available under the Local Offer and Southampton City council	SENDCO to attend training on 'Navigating SEND Support with the Southampton Inclusion Partnership for those SENCOs New to Southampton' and share pertinent information with the SHS team.	Staff will be fully informed of services that are available and processes within the city council for SEND support and will be empowered to signpost families as required to services. Senior leaders will be able to seek specific advice from SCC as required.		

			Families will have greater awareness and access to local services. Where Southampton isn't their relevant local authority, they will be signposted to their local offer.		
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MEDIUM TERM	Targets	Strategies	Outcomes	Progress towards targets by review date	Review Date
Curriculum Access	Curriculum Planning will allow for adaptive provision for pupils' disabilities.	SLT will use the 'Ofsted Toolkit September 2025' to further guide inclusion within the curriculum and contribute to school development plan with inclusion as a priority. Staff will be supported by the SENDCOs and SLT to adjust medium term curriculum planning to accommodate the needs to specific pupils. This is ongoing as new schemes of work and curriculum content are developed. Development of PMLD curriculum following staff visit and training to Rosewood June 2025. Acquisition and use of assistive technologies. The curriculum will continue to be reviewed and adapted by the SENDCOs to ensure inclusion and equity of access for all students.	All pupils will be able to access the school's curriculum planning, through reasonable adjustments and adaptive teaching in accordance with their needs. For pupils with new additional needs, for example acquired brain injuries, careful observation and recording will contribute to holistic assessment by wider MDT. For pupils with existing EHCPs, targets from these will be used to guide adaptations to teaching.		
	Outreach pupils will have increased accessibility to the curriculum with	Outreach to develop possibility of group sessions, face-to-face. Research local facilities.	Outreach pupils will have increased opportunity for participation and interaction with peers,		

	opportunities for group working and interacting with peers.	Outreach pupils to participate in tutor time, cooking, school trips and any other suitable events, accompanied by outreach tutor where required.	particularly addressing their communication and interaction, and SEMH needs.		
	School trips are inclusive accessible to all (cross reference to Educational Visits Policy)	EV coordinator will research and plan trips ensuring that they are accessible to all. This includes physical and cognitive accessibility. Risk assessments will identify risks for pupils and implement strategies for safety and inclusion. All school trips are offered to every pupil, regardless of need or disability, unless against medical instruction or advice. This includes pupils in Outreach service, Bursledon House and paediatric wards.	As many pupils as possible will experience and benefit from Educational Visits.		
Physical Environment	For all pupils to safely access the learning environments.	Where significant problems are identified school leaders will work with NHS to rectify these. Where new outreach settings are identified, these will be assessed for suitability in terms of inclusion and risk, prior to use.	The physical environment will be safe and accessible to all.		
Information Access	Raise awareness of all employees of the definitions of disability as defined in the DDA with reference to hearing, visual and physical impairment and their rights in terms of the DDA.	Publicise the information to all employees. Staff training during the induction period and throughout the academic year.	Staff aware of the implications of the Disability Discrimination Act. Staff aware of the national curriculum inclusion statements.		
	Ensure that information is provided to children and families in a format that is suitable to meet their needs.	If required, information (schoolwork, letters, school reports etc) can be provided to children and families in large print, audio, and simplified language, be that in English or different languages as required by our diverse range of pupils and families.	Our pupils and families will have equal access to learning materials, school publications and communications.		

CONTINUED INCLUSION	Targets	Strategies	Outcomes	Progress towards targets by review date	Review Date
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	SHS will continue to be prepared for receiving any students with a disability.	Admissions Policy & School Ethos. Making reasonable adjustments. Staff professional development – all training will also be considered from an inclusion and SEND perspective, as detailed in CPD calendar. The school values of aspiration, resilience and compassion will be evident in all that we do. Consult with medical staff on potential new students each week and review current provision, taking into account the site and buildings, reasonably practicable measures will be taken to ensure equal access to the curriculum for all students both within the classroom setting, and 1:1 lessons at bedside or remotely. Where required, additional training will be provided to school staff to ensure a child with specific disabilities has access to our facilities.	The school will receive admissions for pupils from any educational background, including pupils enrolled at special educational establishments and those from mainstream settings who have physical needs or specific requirements.		
	SHS will continue to support all children with medical conditions.	SHS will follow their admissions policy and promote referrals from the wards through effective communication with nursing managers and play team. Outreach referrals will be thoroughly considered through panel meetings. SHS will support pupil's home schools to develop and implement Individual Health Care plans. Pupils' medical needs are primarily met through NHS team. SHS works alongside medical colleagues to ensure a child's medical needs are not a barrier to learning. Staff will attend MDTs and discharge meetings as required, and will communicate all needs and adaptations required to the teaching team. Pertinent information will be recorded on BROMCOM and in pupil profiles using the Assess, Plan, Do, Review framework of the graduated approach. The school will support pupils at admission and discharge, communicating with the child's home school, parents and relevant agencies, to promote successful transition to and from Southampton Hospital School.	All children will have full access to our curriculum and SHS will implement any changes needed, such as from IHCPs, to ensure all pupils have equal opportunities to succeed.		