

ACCESSIBILITY PLAN 2023

Aims of Rose Hill School

Nisi Dominus Frustra - Without the Lord, everything is in vain

MISSION STATEMENT

- A Rose Hill School child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

AIMS

Working with **integrity** your child will:

- Be inspired to develop **confidence** to thrive in all areas of our rich curriculum.
- Foster the skills and talents which enable them to **organise** their learning and plan to achieve success.
- Demonstrate **persistence** to flourish in the face of challenge.
- Show **resilience** and learn from difficult situations.
- **Get along** with others, work collaboratively and accept everyone.

Rose Hill School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN), and/or disabilities and those with specific learning difficulties can bring to school life. We have an admissions policy and criteria available to view on our website (rosehillschool.co.uk) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

It is a requirement that the School's accessibility plan is resourced, implemented, reviewed and revised as necessary and is reported on annually. Attached is a set of action plan showing how the school will address the priorities identified in the plan.

The National Context

We are working within a national framework for educational inclusion provided by:

The Education Act (1996)

Equalities Act (2010)

The Children and Families Act including the SEN and Disability Code of Practice: 0-25(2015)

Supporting pupils at school with medical conditions (2014)

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. We have a constructed classroom block which includes a number of features in its design to accommodate a variety of physical disabilities including a lift to access the first floor, automatic light sensors in all classrooms and carpeted floors to reduce echo. This building has two well-appointed Learning Skills rooms. We have recently completed an indoor swimming pool which is fully accessible for those pupils with a physical disability.

We provide written information to pupils with Specific Learning Difficulties (SPLDs) in ways that are user-friendly and fully support the pupils in their learning experience. There is a school-safe iPad scheme for those who use a keyboard as their main means of recording their work. Pupils are able to photograph diagrams and equipment using their iPads and some pupils use voice recognition software for homework tasks. Teachers modify the background colour settings on their interactive whiteboards and produce coloured worksheets for those who need them. Guidance is given to all staff on the best types of font, including Open Dyslexia Alta, and on achieving clarity of worksheets. Staff aim to provide visual support for spoken instructions e.g. by using graphic organisers on the whiteboard at the start and end of a lesson.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by SEND pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of their SEN and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of SEND are portrayed in teaching materials.

Context

As at 1 September 2023 Rose Hill School has 5 pupils with an Education, Health & Care Plan (EHCP) and one pending.

There are 82 pupils on the Special Education Needs support category (Waves 2 & 3), no Looked After Children with 1 previously Looked After and 0 child who has English as an Additional Language (EAL) however there are 18 bilingual pupils for whom no additional support is required. Pupils with Individual Learning Plans (ILP) are monitored at least termly to assess progress relating to areas of focus and targets as highlighted in their ILP's or individual APDR grids. There are 2 pupils with physical disabilities.

Where possible all our pupils are fully integrated into school life and participate in the whole curriculum including co-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Rose Hill School. We currently have six members of staff with a medical disability (2 with gastro-intestinal disorder, arthritis, 2 with chronic respiratory disease and one a severe allergy to shellfish) and they are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met. We have no governors

on our governing body with medical disabilities. We would make the following adjustments reimburse taxi expenses/car sharing with other governors to ensure that this individual can travel to and from meetings and has access to all the necessary information and equipment to enable him/her to fully and actively undertake his role.

At Rose Hill School we have set up a Focus Group which consists of: Jane Morgan (SENCo) & Catherine Lupton (Bursar).

We may co-opt additional members whose expertise in any field would be of assistance. The focus group's terms of reference are:

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with SpLDs by means of reasonable adjustments and by planning for the future
- To prepare the school's SEN and learning support policy
- To prepare the school's accessibility plan
- To produce and review our 'classroom offer'
- To review such plans and policies as necessary and at least on an annual basis

We have conducted an audit of our provision for pupils with special educational needs and/or disabilities and have used the results to ascertain staff's understanding of disability and accessibility, priorities for our pupils with SEND and priorities for our pupils' parents. The results of the audit have informed our school accessibility plan for 2021-2024 which is a written action plan with targets.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body and focus groups (as above).

Action Plan

The following has been carefully considered by the school's focus groups and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Co-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of pupils with disabilities are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

HOW THE PLAN IS REVIEWED AND MONITORED

The School's disability committee meets annually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for an appropriate sub-committee meeting of the governing body (A&C & H&S) which monitors implementation of the plan including

considering which measures have been achieved and where any delay in implementation is foreseen. Minutes recording the review are considered by the full Board.
The School's Governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates.

A new plan will be drawn up every three years. The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

Target	Action Required	Lead Resources	Required Evidence of Impact on Stakeholder	Completion Date
Social Comm Groups: Just Be Social Lego, Social Skills	Run social communications clubs	Social Stories Comic Strip Lego Socially Speaking (LDA) SEND Support Staff	Improved pupil communication and wellbeing	Currently running in Year 1, Year 4 & Year 5.
Increased TA support complex needs children/EHCP	Recruiting the right personnel	EJN JEM	Improved outcomes for EHCP pupils	Ongoing: LB employed 1:1 20 hours, ES+LL employed 1:1 10 hours each VC contracted 1:1 20-25 hours SW contracted 1:1 18 hours JP employed 1:1 2 hours RM contracted 1:1 35 hours in accordance with EHC Plans.
Pre-Prep disabled WC	Re- design	CDL	Provision of disabled WC in pre-prep	£10k Disabled access to WC 2025 (medium)
To improve Quality First Teaching (Wave 1)	Ongoing	Support equipment: Wobble boards Pencil/pen grips Writing slope Weighted blankets	Handbook produced updated regularly.	All support equipment is in place across the school.

			Ongoing INSET training termly	Summer INSET on Dyscalculia
Sensory Circuits in Sports Hall twice weekly + in class daily.	Continue to run Sensory Circuits.	Bean bags Balance Boards Hand/Feet Mats Hoops Body board Large Balls Space Hoppers Tunnels SEND Support Staff	Improvement in pupil behaviour and well being	Exercise to encourage engagement in lessons-This still needs encouraging but Sensory Circuits runs twice weekly.
Quiet place for children with Sensory Processing Disorder, ASD	Ongoing	Bean bags Fidget toys Body Sack Ear defenders LSK 1 or 2	Improvement in pupil behaviour and well-being. Promote emotional self-regulation	To prevent meltdowns due to sensory overload in class. Large beanbags have been distributed across the school and Learning Skills 1&2 remain accessible as Safe Places.
Maths Programme 'Mathletics' Times tables Rockstars	Whole school use	iPads and/or laptops	Improved attainment in maths	Ongoing, started Sept 2019 Started April 2023
BEAM programme	Screening tool for EYFS	Balls Skipping ropes Yoga mats PE Staff	Improvement in motor skills and assessment tool	current KG have completed course. Additional pupils completed as requested on EHC Plans or OT support.
LAMDA	Continuation and development of programme	Scripts Practice Room LAMDA Tutors	Improve pupil communication, self-esteem and public speaking skills	Also May 2023 exams awaiting confirmation of date.

Nurture Group	Ensure cooking facility available for activity	JEM + ES	Social communication skills	To be timetabled for September 2023. Completed
Building Accessibility	Risk Assessments in place	Specialist equipment including walker, trolley and chair. Lift keys provided for staff including JEM, JN, LB, SW, JP & AH	Improved access to all facilities and maximum participation in curriculum	Ongoing. Pupil will leave RH by July 2025

This policy applies to all members of our school community, including those in our EYFS, PrePrep and Prep setting.

This policy reviewed and updated Spring 2024
Catherine Lupton, Bursar
Jane Morgan, Head of Learning Skills