

ACCESSIBILITY PLAN 2015-2019

Ethos and Aims of Rose Hill School

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. We strive school, our mission statement states:

To make sure we do the best for every child at Rose Hill, we aim to:

- Enable every child to achieve his/her full academic potential (including Special Needs and Gifted and Talented provision) in small classes.
- Help all pupils to develop their individual personalities within the framework of a stimulating environment.
- Provide a strong pastoral system which responds to the needs of the individual.
- Develop a partnership between home and school by communicating the social and academic progress of each child to parents through regular parents' evenings, mid-term assessments, detailed end of term reports and personal contact.
- Foster as many possible talents of the individual, e.g. musical, artistic, sporting, dramatic or other, by providing an environment which motivates the child to explore the wide range of activities available at Rose Hill.
- encourage positive relationships, good manners, social awareness, and a sense of responsibility and discipline in a supportive Christian community

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 recently built a new 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 new building has two well appointed Learning Skills rooms.

We provide written information to pupils with disabilities 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 reviews their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities 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 disability are portrayed in teaching materials.

Context

As at 1st September 2017 Rose Hill School has no pupils with an Education, Health & Care Plan (EHCP). Although 1 application is in the pipeline.

There are 60 pupils in the Special Education Needs support category, no Children in Care and 5 children who have English as an Additional Language (EAL). Pupils with Individual Learning Plans are monitored at least yearly to assess progress relating to their Individual Learning Plans (ILP), areas of focus and targets.

We have two pupils with chronic medical disabilities. These include Type 1 Diabetes (T1D) and Atrioventricular Septal Defect (AVSD). All our pupils are fully integrated into school life and participate in the whole curriculum including extra-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 three members of staff with a medical disability (ranging from Gastro-intestinal disorder to chronic asthma to Multiple Myeloma) 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 both Pre-prep and Prep Focus Groups which consists of:

Pre-Prep: Jane Morgan, Charlie Barnes, Tina Anderson, Carol Whatman.

Prep: Jane Morgan, Emma Northen, Juliet Makinson, Ruth Ritson, Nick Powell, Richard Mansfield & Amanda Wren.

We may co-opt additional members whose expertise in any field would be of assistance. The committee'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 disabilities by means of reasonable adjustments and by planning for the future
- To prepare the school's disability inclusion, 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 SEN and/or disabilities and priorities for our pupils' parents. The results of the audit have informed our school accessibility plan for 2015-2019 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 the school's two 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
- Extra-curricular activities
- Governing body representation

- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of Rose Hill School's audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard Description

Schedule 10 3.2(a) Increasing the extent to which disabled pupils can participate in the school's curriculum.

3.2(b) Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

3.2(c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Target	Standard	Action Required	Lead Resources	Required Evidence of Impact on Stakeholder	Completion Date
i-Pad Club	3.2(a)	Start a weekly club for iPad users	JM	Staffing – ICT technician and 1 teacher	Pupils to be able to use iPad as effective learning tools September 2015
Social Communication Groups: Golden Club, Social Lego, Secret Agent Society	3.2(a)	Run social communications clubs		Socially Speaking Programme, Lego kits, Tint attwood CAT kit	Pupils will be taught the skills they cannot learn by osmosis September 2015
Increased access to music lessons	3.2(a)	Option of fixed lesson time for pupils with SpLD DE Liaison with HoM			SpLD pupils have lessons at appropriate times September 2015
Develop Admin Block	3.2 (b)	New Build H/T CoG £3million			Full access to all admin facilities. 2020 (long)
Increased TA support complex needs	3.2(a)	Recruiting the right personnel	EJN JM	Part funded school/parents Anxiety	Ongoing

children				reduced for pupils and needs met	
Pre-Prep disabled WC	3.2 (b)	Re- design	NP		£10k Disabled access to WC 2018 (medium)
Pool	3.2 (b)	New build H/T		CoG £500k Access to pool 2017 (medium)	
To improve Quality First Teaching. Produce a 'classroom offer' document covering Dyslexia, Dyspraxia, ASD, ADHD, APD, Dyscalculia, Speech & Language, Tourette's.	3.2(c)	Focus groups to draft ideas, consult parents and pupils for SLT and all staff agree a final document	,EN CB CW		Time for meetings and gathering information Stakeholders will be clear about resources and methods on offer August 2016
Install FM system in Pre-Prep	3.2(b)	Fund and install Audio digisystem			£2,000 Better access to listening environment for APD pupils September 2016
Provision of den spaces for children with Sensory Processing Disorder, ASD	3.2(a)	Purchase of small tents			£40 per tent Pupils can use these areas to prevent sensory meltdown Part complete May require additional tents
Increased	3.2 (a)	Arrange			Time. £150

information to pupils and parents about different conditions		awareness weeks, guest assemblies, class presentations			for books and costs Pupils will understand their own conditions. Peers more supportive. Parents better equipped. Sept 2018

This policy is under review – due to a number of staff changes.
EJN Autumn 2017