

ACCESSIBILITY PLAN 2016-2019

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, Talented and Able 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 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 have recently completed a new swimming pool which is fully accessible.

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 reviews 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 1st April 2018 Rose Hill School has 1 pupil with an Education, Health & Care Plan (EHCP). Although 1 application is in the pipeline.

There are 53 pupils on the Special Education Needs support category, no Children in Care and 2 children who have English as an Additional Language (EAL). 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.

We have a pupil with a chronic medical disability (Type 1 Diabetes (T1D)). 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 two members of staff with a medical disability (Gastro-intestinal disorder and chronic asthma) 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 Groups which consists of: Jane Morgan & Nick Powell.

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 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 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
Social Communication Groups: Golden Club, Social Lego, Social Skills	3.2(a)	Run social communications clubs	JEM CB	Improved pupil communication and wellbeing	Ongoing
Develop Admin Block	3.2 (b)	New Build H/T CoG £3million		Improved access to all stakeholders to admin block	Full access to all admin facilities. 2020 (long)
Increased TA support complex needs children/EHCP	3.2(a)	Recruiting the right personnel	EJN JEM	Improved outcomes for EHCP pupils	Ongoing
Pre-Prep disabled WC	3.2 (b)	Re- design	NP	Provision of disabled WC in pre-prep	£10k Disabled access to WC 2020 (medium)
Pool	3.2 (b)	New build H/T		Access to pool for all pupils	Completed 2018
To improve Quality First Teaching (Wave 1)	3.2(c)	Ongoing	JEM CB CW	Handbook produced updated regularly. Improvement in pupil standards	Time for meetings and gathering information Stakeholders will be clear about resources and methods on offer

					August 2016
Provision of den spaces for children with Sensory Processing Disorder, ASD	3.2(a)	Purchase of small Tents, Web cam		Improvement in pupil behaviour and well being	£40 per tent Pupils can use these areas to prevent sensory meltdown Part complete May require additional tents. 2019
Maths Programme Number Shark	3.2 (c)	Weekly club	JEM CB	Improved attainment in maths	Ongoing
Invest in BEAM	3.2(a)	Rollout screening tool for EY	JEM SH CB	Improvement in motorskills	March 2018

This policy reviewed and updated May 2018
 Nick Powell, Bursar
 Jane Morgan, Head of Learning Skills