



*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School  
Subsidiaries of JWA Holdings Limited*

## **Accessibility Plan**

### **Long term plan 2020-2023**

### **Short term plan 2022-2023**

#### **Purpose of Plan**

The purpose of this plan is to show how the Company intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

#### **Definition of disability**

A person has a disability 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 carry out normal day-to-day activities.

#### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

#### **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality

- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing Access for disabled pupils to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

- To work towards identifying SEND in early stages and supporting with EHCP applications.
- To invite specialist interventions into school to provide additional support for children with SEND when required, including play therapists.
- To access specialist arrangements for internal and external examinations.
- To listen to parent/carer views and consider them in all aspects of school life.
- To ensure staff are provided with regular training opportunities specific to SEND.
- To increase numbers of specialised TA support within the school.
- To ensure regular monitoring and updates of all EHCPs and ILPs.

### **Delivery of written information to disabled pupils**

Teachers and TAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information. In addition, the school makes the following available as appropriate:

- Differentiated resources with particular attention to reading age, plain English, images and layout.
- Laptops and other digital technologies.
- Coloured overlays for text.
- Tactile resources.
- Readers and/or scribes in exams, where appropriate
- Specific information in the student planner.

The following opportunities to improve further will be explored:

- Opportunities provided by digital technologies.
- Regular clear and relevant information to parents in home language if required.

### **Financial Planning and control**

The Headteacher, Proprietor, and other required members of the Advisory Board will review the financial implications of the accessibility plan as part of the normal budget review process.

## **LONG TERM PLAN (3-YEAR)**

### **Physical Environment**

The Company have access to a downstairs office/teaching area for students who require a wheelchair. There is also access to a disabled toilet. The centre is accessible by a ramp.

As there is currently no lift to the upstairs centre, the Company plan to improve access by:

- Installing a stairlift at the YMCA premises to allow students who require a wheelchair access to the full school setting.
- Purchasing an Evacuation Chair to be used in case of fire at the YMCA premises.
- Addition of acoustic tiles to classroom areas where appropriate to reduce noise.

## **Training**

The Company recognise the importance of regular training to ensure up-to-date knowledge of all areas of teaching and learning, including providing education to children with disabilities.

Our 3-year plan includes recruitment and training of additional SEND support staff with specific qualifications to map to the needs of the School's demographic, and to support individualised circumstances.

## **Resources**

The Company plan to develop a comprehensive resource base to support children with SEND. We plan to do this through accessing external networks for advisory support and building relationships with suppliers who can provide appropriate resources.

## **SHORT TERM PLAN (2021-2022)** (Any changes in red)

### **SPECIFIC TARGETS**

#### **Staff development**

**TARGET:** To increase levels of knowledge among staff on available information and internal policies and plans.

**STRATEGY:** To include a SEND briefing in every staff meeting. To offer additional training opportunities in SEND. To use internal file-sharing systems and confirmation checks to ensure staff understanding. To access external networks for advisory support.

**OUTCOMES:** Increased staff understanding and interaction internal policies and plans

#### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with autistic spectrum disorder (ASD) are likely to have particular difficulties with social interaction.

**TARGET:** To improve staff training in ASD, Aspergers, and ADHD.

**STRATEGY:** To offer staff a L2/3/4 course (SEND Diploma) and additional options to support development of the above.

**OUTCOMES:** Improved staff knowledge and understanding to improve communication.

#### **Cognition and learning**

Children may require support if they learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

**TARGET:** To develop resource base specific to cognition and learning-specific difficulties.

**STRATEGY:** Use Pupil Premium Plus where appropriate specific to individual students and where funding is available, purchase resources which may be beneficial across a variety of difficulties. To assess current resource base and develop an inventory with the EHCP plans of existing students in mind. To develop network of suppliers of SEND resources.

**OUTCOMES:** Staff are able to access appropriate resources quickly and they are used effectively.

### **Social, emotional and mental health difficulties**

These types of difficulties may manifest themselves in many ways, such as: becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour. Children may be diagnosed with disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), or attachment disorder.

**TARGET:** To improve overall wellbeing and mental health for staff and students.

**STRATEGY:** To employ a Wellbeing Lead who will support staff and students with wellness action plans and offer 1:1 support as and when required.

**OUTCOMES:** Improved wellbeing and mental health of staff and students.

### **Sensory and/or physical needs**

Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.

**TARGET:** To prepare the school appropriately to communicate effectively with children with disabilities.

**STRATEGY:** To ensure all staff have completed statutory and mandatory training relating to SEND. To assess and update resource base as required. To continue to ensure recruitment procedures recognises the diversity of students we may be required to teach and that prospective staff have suitable experience.

**OUTCOMES:** School is in a position of preparedness for potential arrival of children with disabilities.

Created: July 2020 (Jennifer Wood, Proprietor)

Reviewed: May 2021, September 2021

Reviewed: 31st August 2022, Jennifer Abraham

**PROGRESS 2020-2021**

<b>Staff training</b>	SEND Diploma offered to staff Staff member completing dyslexia training and working on L2 Award Additional training opportunities offered via Open University
<b>Resources</b>	Dyslexia resources added Sensory toys added
<b>Physical setting</b>	Stannington site has had raised floor added to whole ground floor and disabled access WC added. Threshold ramp has been added.

**PROGRESS 2021-2022**

<b>Staff training</b>	Staff member has commenced L2 Dyslexia award Wellbeing Lead has been recruited and is now responsible for supporting staff and students. Weekly student reviews on a Wednesday introduced to discuss SEND and behaviour.
<b>Resources</b>	Increased dyslexia resources.
<b>Physical setting</b>	

**PROGRESS 2022-2023**

<b>Staff training</b>	
<b>Resources</b>	
<b>Physical setting</b>	