



TOTAL EDUCATION  
SERVICES



TotalTuition



ROSEWOOD  
INDEPENDENT SCHOOL

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

## **Accessibility Plan**

### **Long term plan 2021-2024**

### **Short term plan 2023-2024**

#### **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 Executive Board members 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:

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

The following opportunities to improve further will be explored:

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

### **Financial Planning and control**

The Exec 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**

In both settings, 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.

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 (2023-2024)**

### **SPECIFIC TARGETS**

#### **Staff development**

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

**STRATEGY:** To develop an 'At a Glance' form to provide staff with quick access to all appropriate information and documents for our students. To provide staff with weekly 'Student Spotlight' sessions to ensure school-wide understanding of EHCP requirements. To offer additional training opportunities in SEND, including offering the SEND diploma. To prepare staff for potential change of school to Independent Special School and what this means to teaching/ learning/ resourcing.

**OUTCOMES:** Increased staff understanding of individual EHCPs and SEN/SEMH needs. Approval to register as an Independent Special School.

#### **Communication and interaction & Cognition and learning & Sensory and Physical Needs**

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.

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.

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 provide more targeted intervention and additional resourcing in relation to the above.

**STRATEGY:** To utilise the Intervention and Enterprise Lead to ensure baseline assessments for all students identify any gaps in communication and interaction, and create a programme of intervention designed to fill these gaps. To refer to external agencies where appropriate. To develop a resource bank of resources specifically for children with sensory and/or physical needs.

**OUTCOMES:** Further access for students to targeted intervention and individualised curriculum support in relation to the above needs. School preparedness for any instance of additional students joining or requiring sensory or physical resource input.

### **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 develop a whole school approach to wellbeing including full utilisation of a Wellbeing Team for staff and students, development of an online Wellbeing Hub for staff and students, and a full calendar of school events which prioritise mental health and wellbeing.

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

### **Allergy and Asthma Awareness**

In the UK, 40% of children have been diagnosed with an allergy. 5.4 million people in the UK live with Asthma. Schools need to consider how to reduce the risk of an allergic reaction, in line with the statutory guidance Supporting pupils at school with medical conditions. Schools also need to consider children with asthma, and recognise the triggers, symptoms, and responses.

**TARGET:** To improve staff and student awareness of allergies and asthma within the school setting.

**STRATEGY:** To develop and deliver a targeted session to children to explain the risks of bringing allergens into school (particularly those who bring in external foods), To develop and deliver a training session to staff to explain the risks of bringing allergens into school, To share symptom and trigger posters to staff and display throughout the settings, To ensure staff have completed allergen training when working in the kitchens or in cookery, To share information via our social media and website with parents to clarify our support to being a nut free school, who is allergy and asthma aware.

**OUTCOMES:** Whole school support to becoming and promoting an allergy and asthma aware setting.

Created: July 2020 (Jennifer Wood, Proprietor)

Reviewed: May 2021, September 2021

Reviewed: 31st August 2022, Jennifer Abraham

Reviewed: 21st August 2023, 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>	We now use Educare for training, which ensures staff complete mandatory training in SEND Code of Practice. We have training arranged for staff on LGBTQ+. All staff are required to complete basic training on LGBTQ+.
<b>Resources</b>	We have recruited a Wellness Lead for staff who offers regular Wellbeing check-ins, as well as hosts an online Wellbeing Hub. We have recruited a Wellbeing Student Lead with two Wellness Mentors

	(one per site) to deliver targeted Wellbeing interventions. Recruitment of an Intervention and Enterprise Lead.
<b>Physical setting</b>	Ongoing purchase as required for sensory items. Creation of an outdoor gym at the YMCA site. Purchase of a Woodland to allow off site visits.