



Accessibility Plan

The school is committed to ensuring reasonable access to information and facilities for all pupils able to access the curriculum on offer at Rowan. The approach for change and improvement will be guided by the nature of the disabilities of pupils at Rowan and any preferences expressed by them and their parents. This plan applies to all stages of the school (including the Early Years Foundation Stage) and should be read in conjunction with our Equality Policy and Learning Support & Special Educational Needs Policy. This plan is published on our school website and a copy can be requested in the school office.

This accessibility plan aims to improve access for pupils through changes and/ or the provision of additional auxiliary aids in order to:-

- I. increase the extent to which disabled pupils (including those with Special Educational Needs) can participate in the school curriculum
- II. improve the provision of information to disabled pupils which is already readily accessible for pupils who are not disabled
- III. improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of the education and associated services offered by the school

The sequence and pace of improvements are reviewed and updated by the Senior Leadership Team to ensure the planned actions and allocation of resources reflects the school population and to take account of individual pupil's disabilities and needs and any preferences expressed by them or their parents.

The Equality Action 2010 defines "Disability" as "A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities".

The Education Act 1996 defines "Special Educational Needs" as where a pupil has significantly greater difficulty in learning than majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general education facilities provided for pupils of the same age.

Schools must:

- not treat disabled pupils less favourably
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education.

The following plan is supported and complimented by the:

- Special Educational Needs Policy
- Admissions Policy
- Curriculum Policy
- Premises and Accommodation Policy

This Policy will be reviewed annually by the Compliance Administrator and SENCO; the next scheduled review is November 2018.

Current Position & Practices

Good progress has been made over recent years in improving accessibility for all pupils.

Access to the Curriculum

- Staff are briefed by the Headmistress, Deputy Heads and SENCO on the school policies for Learning Difficulties & SEND, Gifted, Talented and Able, and English as an Additional Language and all pupils who need some form of additional support to access the curriculum.
- A weekly “record of concern” meeting is held to review any concerns about pupils including both educational and pastoral concerns, this is documented and the notes are recorded in the school MIS (iSAMs.)
- A clear process is in place to review all pupils identified and establish their support needs.
- Specific registers are maintained for pupils identified with Special Educational Needs and Disabilities and for whom English is an additional language. These are accessible on the shared area for staff to use in lesson planning.
- Pupils who receive school support (Wave 3) will be provided with an ISP (Individual Support Plan) which is reviewed termly between parents and the school.
- Individuals and small groups are provided additional support by Learning Support specialists and Teaching Assistants to supplement the curriculum provision.
- Strong communication flows are in place between school and home to ensure parental understanding of support given and to discuss further opportunities – see Learning Support policy.
- Standardised assessments take place throughout a pupil’s education at Rowan which supports targeted interventions.
- Alternative provision is made for any pupils unable to participate in a particular sport through injury, disability or impairment.
- Individual Healthcare Plans are established in conjunction with parents for any pupils who have long term illness or who need to be out of school for a period of time for exceptional family reasons.
- An audit of clubs provision has been carried out and the programme enhanced to ensure clubs provide appropriate interest and challenges for all pupils.
- The School Council and classes have reflected on charity work and how Rowan can support other groups of people, locally, nationally & internationally. Pupils have been given opportunities to give presentations about charities in assembly, improving knowledge and understanding of all pupils. (KS2). The Assembly schedule has incorporated assemblies relating to charities including visiting speakers to talk about charities. (EYFS, KS1 & KS2). These actions are providing opportunities for all pupils to have a voice in making decisions and contributing to the programme of charity work undertaken in the school.
- The reward systems within the school have been reviewed to confirm that all pupils’ are recognised for their achievements irrespective of SEND or EAL.
- iPad & apps have been introduced to enhance the range of tools in use to support access to the curriculum

Delivery of Information

- Staff are briefed by the Headmistress, Deputy Heads and SENCO of any pupils or families who need additional support with written communication from the school.
- Support is provided to parents who have English as an Additional Language during parent meetings and with written communications.
- Work is emailed to pupils to enable more flexible access to information.
- Parent information is placed on the secure area of the school website.
- Policies and written information have been reviewed to ensure they are free from discrimination in terms of phrases, procedures and practices.
- Resources purchased to support pupils with specific language difficulties and other first languages.
- Texts and paperwork for pupils adapted where practical for those with LDD/ EAL eg. enlarged, supported by visual images
- Homework & way it is communicated differentiated according to the pupils needs

Physical Access

- A daily site walk includes identification & action relating to hazards. E.g. uneven path.
- Access to the Brae is ramped from the front entrance, ensuring easy access into the school.
- Access to the Brae grassed area “the Glen” has been changed to be a gradual ramp.
- Portable ramps have been purchased to enable easier access to the front of Rowan Hill for wheelchairs.
- The minibus fleet has been extended to include two buses that are wheelchair accessible.
- Handrails fitted to help access at the front of the Rowan Brae.
- Steps & change of level have been remarked with yellow paint.
- A ramp has been installed to provide internal access across a change in levels to the Art room and Computing room at Rowan Hill.
- A lift has been installed at Rowan Hill.
- A hearing loop has been installed at Rowan Hill reception.
- Lighting has been upgraded throughout the school improving conditions for all learners
- Adjustments made following audit to support pupils with Visual impairment
- Disabled toilet facilities implemented at Rowan Hill

Improvement Plan 2017-2020

		Action	By	Resources	Success Indicators
1.	Aim: to enable pupils to have full access to the school curriculum				
a	Differentiation in planning clearly indicates how the teaching and learning will take place for those with LDD	Differentiation to be an on going focus area for staff training & sharing best practice	Coordinated by Deputy Heads.	Payment for provider and in service time.	Planning indicates that all pupils are able to access full range of activities taking place in the school day.
b	Strong support for all those with EAL	Parental questionnaire to ensure all with EAL are identified Introduction of specialist programmes to support EAL pupils	SENCO & Head of Languages	Teaching resources & training	Identified pupils achieve their targets
c	Support for those with LDD is embedded in wider curriculum through enhanced staff skills & knowledge	Appoint an Inclusion Manager to work across all phases of the school Identification of staff development needs and facilitation of solutions	Head	Salary costs	Staff feel confident providing in class support and pupils feel empowered in their learning
d	Enhanced engagement with new joiners with specific needs	Early identification of staff training needs and facilities enhancements to support new joiners with specific needs	Inclusion manager	Training	Pupils joining with specific needs settle well and fulfil their potential

2	To ensure that information is made available to pupils and their families with Disabilities / EAL				
a.	To provide training in EAL either internally or externally to members of staff on request or through identification of need as part of Professional Development	Monitor teacher performance through regular lesson observation. Make staff aware of courses, training available	Headmistress/ SLT/ SENCO / All staff	Internal courses or external providers	Staff development is enhance through appropriate training and all staff confident about current and proposed legislation
b	To ensure that pupils with social use of language difficulties (including those with Asperger's) are familiar with the routines of the school day and prepared for changes in these.	Investigate resources to help extend access to information about school routines. Training as required.	SENCO Deputy Heads Phase leaders		Pupils with social use of language difficulties (including those with Asperger's) feel safe and happy in school thus facilitating easier access to the curriculum.
c	Support parents in	SEN staff knowledge of	SENCO		Support for families in

	getting access to NHS funding for specialist support for pupils where available	right routes to access funding via GP referral	Deputy Heads		getting appropriate individual support for pupils and assistance meeting the costs of this
d	Celebration of the many languages within the school	Enhanced signage & displays	Head of languages		Pupils with EAL celebrate their first language with others

3.	To provide physical access to Education				
a.	Make minor adjustments to facilities to support current pupils with Hearing impairment.	Implement actions from specific access audits carried out for individual pupils.	Business Manager	Budget for adjustment to facilities.	Easier access for current pupils with hearing difficulties.
b.	Development of signage and evacuation process to make accessible for those with visual or hearing impairment.	Access requirements, purchase required resources.	Business Manager	Maintenance budget	Improvement to emergency processes to make easier for those with sensory impairment.
c.	Enable access to 1 st floor for pupils & staff with physical disabilities	Investigate options for lift facilities at Rowan Brae – stair lift?	Business Manager	budget	Access to all facilities on Brae site for those with physical disability.