Document Control	
Document Title:	**SEND Accessibility**
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Person Responsible:	**SENCO**

Accessibility Plan

The school is committed to ensuring good access to information and facilities for all pupils to access the curriculum on offer at Rowan. The approach for change and improvement is guided by the nature of the needs of pupils either at Rowan, or whose parents are considering Rowan for their child, and any preferences expressed by the pupils, their parents and specialist advisors. 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.

This approach and accessibility 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 Special Educational Needs & Disability (SEND) 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 to facilities, ways of working and/ or the provision of additional auxiliary aids in order to:-

I. increase the extent to which pupils with specific additional needs can participate in the school curriculum
II. improve the provision of information to pupils with specific additional needs and their families which is already readily accessible for other pupils
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 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”.

At Rowan, the following definition for special educational needs from the SEND Code of practice (2015) is used: “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for (him or) her”.
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 Policy

This Policy will be reviewed annually by the Compliance Administrator and Assistant Head - Inclusion and Enrichment

Current Position & Practices

Excellent progress has been made in improving accessibility for all pupils with continual improvement in processes, resources and facilities. The Assistant Head - Inclusion and Enrichment (SENCO), who is a member of SLT, leads and guides staff on development and implementation of ways of working in these areas.

An inclusion overview document is created as a reference point, this covers all pupils with some form of support need in each school year group including EYFS. This is developed collaboratively by the teaching staff to identify adjustments to make and is reviewed regularly in phase meetings.

Access to the Curriculum

- Staff are briefed by the Headmistress, Deputy Head Academic and Assistant Head – Inclusion and Enrichment on the school policies for SEND, which includes English as an Additional Language and Gifted, Talented and More Able, 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 on CPOMS.
- 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.
- Differentiation in planning clearly indicates how the teaching and learning will take place for those with SEND.
- A resource bank is available and in use for all areas of SEND providing strategies and signposting resources available in school to support learning and development
- The SENCO engages with parents through the admissions process to discuss pupils specific needs and agree plan for support tailored to the individual, teaching staff are empowered to make decisions to adapt practice and differentiate to help each pupil achieve their potential
- 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 SEND 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.
- With regard to our extra-curricular provision, we ensure all clubs are accessible to all and provide a broad range of opportunities 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

- Additional support is available (on a peripatetic basis) for pupils who would benefit from social and mental health support from our psychotherapist or specific learning difficulties from our specific learning difficulties teacher.
- The school regularly holds Inclusion partnership events for parents and carers to support their understanding of additional needs, such a Dyslexia, Autism and ADHD.
- Pupil Voice intervention groups have been set up to support pupils in understanding their medical conditions and educational needs
- A Calm Club has been established at break time on both sites
- Inclusion resource baskets are available in each year group. These include: a wobble cushion, ear defenders, sensory cubes, weighted lap pad and putty.
- Safe Places have been set up in each Form room to support pupils when they are dysregulated.
- Brain Smart Starts are integrated into the daily form time to support pupils to feel safe and connected with their peers and teachers, emotionally regulated and ready to attend and problem solve.
- We use Conscious Discipline as the foundation for our behaviour support. Conscious Discipline is a relationship-based, trauma-informed approach that supports the development of self-regulation, emotional awareness and social skills in all children. By focusing on safety, connection and co-regulation before correction, it creates an inclusive environment that benefits every pupil, including those who are neurodivergent and those who have experienced trauma. Rather than relying on rewards and sanctions to control behaviour, Conscious Discipline teaches the skills children need to manage emotions, solve problems and make positive choices, helping them feel safe, connected and ready to learn.

Delivery of Information

- Staff are briefed by the Headmistress, Deputy Head Academic and Assistant Head – Inclusion and Enrichment 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.
- Work can be set on TEAMS or an educational application for pupils to enable a 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 are 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 & the way it is communicated is adapted according to the pupils needs
- Regular communication with staff and parents about transition periods and when routines are out of sync to help pupils with anxiety and difficulties with social use of language (including those with Autism to feel safe and happy
- Use of Surrey Local Offer to support parent access to NHS resources and support with additional information about services accessible with private funding
- The SENCO sends the Inclusion Overview document at the beginning of term to all Rowan staff.
- The Clubs coordinator makes it explicit the need for parents to communicate their daughters' individual needs to any other clubs or peripatetic teachers.

Physical Access

- A daily site walk includes identification & action relating to hazards. E.g. uneven path.
- Access to the Brae site has been improved to provide wheelchair and buggy routes via ramped paths from the pupil front entrance, and the access to the Brae grassed area "the Glen" has been changed to be a gradual ramp. Handrails have been fitted to help access the visitor access at the front of the Rowan Brae.
- Access to "the Glen" has been improved, with the Reception classrooms now providing direct access to "the Glen"

- Access to the Hill site has been improved to provide wheelchair routes via ramped pathways to the front entrance and an internal ramp has been installed to provide access across a change in levels to the Art room and Music room.
- Disabled toilet facilities are in place at both sites
- Steps & change of level have been remarked with yellow paint.
- A lift has been installed at Rowan Hill.
- Lighting has been upgraded throughout the school improving conditions for all learners
- Adjustments have been made following an audit to support pupils with Visual impairment
- Adjustments have been made in the past, and will continue to be made, to meet the requirements of any hearing-impaired pupils. Such adjustments will be tailored to each individual's particular needs on a case-by-case basis
- Assistive Technology is used to support any children with addition needs, such as a C Pen, iPad etc.
- Adjustments have been made to emergency processes to support those with sensory impairment
- Both outdoor learning spaces have been developed to provide opportunities for building on any areas of specific difficulty.

Improvement Plan 2025-2028

		Action	By	Resources	Success Indicators	Update Sept 26
1.	**Aim: to enable pupils to have full access to the school curriculum**					
a	Implementation of Conscious Discipline Approach	There is a detailed SIP in place for this work. Conscious Discipline SIP 2025-27.docx	Rosie White and Claire Archer		Pupils are more regulated at school and ready to learn. Pupils have developed new social and emotional skills.	Staff have received 9 training sessions on Conscious Discipline including consultation on the new behaviour policy.
b						

2	**To ensure that information is made available to pupils and their families with Inclusion needs**					
a	Review accessibility of our website and parent communication	Review our website accessibility, eg User Way. Consider different methods of communication with parents eg video content, Rowan recommends	Marketing & SLT			

b	Continue to support parents to enable them to understand their children's needs both at home and school	Implementation of Parent Partnership events	SENCO, Headmistress and Deputy Head Academic	External Providers	Parents are well informed to support their children	*The Power of Play*, Emma Williams 1.26 *Child Anxiety Webinar,* Emma Williams 10.26

3.	**To provide physical access to Education**					
a.	Redevelopment of the Brae site with consideration of how to develop the physical	Business Plan to be presented to UL for proposed investment.	Business Manager & Facilities Manager	Budget /CAPEX/Friends of Rowan support	Increased opportunities for pupils to engage in outdoor play and learning	Redevelopment of the Glen undertaken AUT 25. Addition of a stage, reading chair, quiet corner (with improved visibility) and tool bench. Plus

	space for both pupils and staff					additional resources to include building blocks