



Rosewood school's Accessibility Plan
January 2013 to January 2014
Person Responsible – A.Foxall

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

The school subscribes fully to the concept of inclusion. There is equality of opportunity for all pupils to follow the full national curriculum and to take part in extra curricular activities and the full life of the school. The individual needs of all pupils at this school will be met effectively so that they benefit as fully as possible from the education they receive and fulfil their individual potential.

We recognise the individual needs of all students and maximise everyone's potential: every teacher shares these responsibilities. Specialist learning resources are procured and structural changes undertaken if necessary e.g. ASD provision. The impact of this work is to provide the correct environment for all our pupils to thrive and progress.

This school, with its supportive, integrated environment and in partnership with parents, carers and governors, aims to maximise the self-esteem of all of its students. This, in turn, helps pupils to realise their potential.

The school has specialist status for behaviour and runs out reach projects to other schools and community groups; part of this out reach work is carried out through our vocational training centre.

The school has set the following priorities for the development of the vision and values that inform the plan:

- The development of the Vocational Training Centre
- The development of the curriculum to include increased opportunities for externally accredited courses and Diplomas

1B: Information from pupil data and school audit

Rosewood School is a 60 place ESD school. Because all of our students are statemented they all have Special Educational Needs related to social, behavioural and / or emotional difficulties. Around 18% are LAC, 50% are clients of CAMHS and 57% are FSM. We have some students with visual or hearing impairment although these are a small minority.

Rosewood School has recently, February 2008, been relocated to a refurbished site in the north of the borough. The school is all on one level and has disabled facilities, toilets and parking. All teaching spaces have whiteboards and computers. The vocational centre which will open early in 2009 is fully accessible.

All students come to us with a statement of special educational need and we work closely with fellow professionals in CAMHS and Social Services. Every student and parent or carer has an interview before attending in which accessibility issues and any other learning barriers or needs can be discussed.

Pupils are all members of a tutor group and follow the full national curriculum. Adaptations to work or lessons or support is made depending on the pupil's difficulties or needs, or their changing difficulties and needs. Teachers are informed of any pupil who may have a special need via the special needs register and by personal reference at the schools pupil meetings. Specialist training, if required, may also be provided for all staff as part of the school's CPD programme.

Pupils with low attendance have close supervision by the main office, school welfare and liaison officer and ESWS.
See SENCO for further information.

Examinations:

Access to internal and external examinations is available to all pupils. Anyone with difficulties could, dependent on need, use a laptop, have an amanuensis, a reader, a transcription, extra time, rest breaks, or other support as allowed by the board.

Medication:

Medication is required to be taken by a number of pupils. This is kept in the Medical room and supervised as required. A record is taken of pupils who are given medication and their names are placed on the medication list, along with other pupils who may have allergies, medical difficulties, etc. The first-aiders in the school, and all staff are made aware of these pupils.

Withdrawal Classes:

Small extra withdrawal classes or 1-1 tuition takes place weekly to aid pupils with specific learning difficulties.

Bullying:

Pupils in school enjoy a safe and secure environment. We treat bullying as a serious matter. There is a clear section in the school handbook about bullying setting out our policy with guidelines about how we deal with it. Pupils are encouraged to say if they are aware of bullying, and it will be dealt with immediately.

Racism:

We have a relatively small number of racist incidents, usually one or two per year. All such incidents are recorded and returns made to the LEA as requested. All such incidents to date have been restricted to verbal abuse/comments. Again pupils are encouraged to report such incidents and we deal with them immediately.

Looked After Children:

We have a small number of looked after children, these pupils are supported by the SENCO, parents and Social Care and Health, and the LA kept informed of their progress.

Child Protection:

Child protection arrangements are in place and regularly reviewed by Governors and Leadership Team. The Deputy Headteacher is the 'designated member of staff'. His training is up to date and regularly reviewed.

Pastoral Care:

We have a strong pastoral system based on year teams. Tutors and Heads of Year stay with their pupils for the full five years so relationships are strong. Academic mentoring, pastoral mentoring (often by TAs) add to the broad base of support available to pupils in the school. We have staff that provide a support service, some of whom are employed by the school and some of whom work for outside agencies.

Health and Safety:

The school has regular health and safety checks by staff and governor representatives and a governor committee meets regularly to monitor the situation. All staff are aware of the need to report issues of health and safety immediately to the office. As part of the Health and Safety policy, pupils as well as staff are regularly involved in risk assessments, e.g. PSHE, practical subjects, outdoor activities and school visits.

Teaching and Learning:

All pupils have ICT lessons from year 7 onwards. Pupils are encouraged to use computers available in the school. A number of pupils use laptops, either on loan, or their own. Pupils are also encouraged to e-mail work home and vice-versa. The school has a team of ICT support to ensure all pupils can access computers and the internet.

As part of the whole school professional development, lessons and staff are observed and supported by the leadership team and Heads of Departments to ensure all pupils have full access to the full curriculum. The Leadership Team ensure all staff within the school have Inset and guidance on new policies, government initiatives, pupils difficulties etc.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Development assessment and Monitoring (CASPA)
- Review IT systems to monitor behaviour

1B: Information from pupil data and school audit

Key starting points for the school's plan need to be assessments of:

- *the nature of the school population for whom the school is planning;*
- *the nature of the school, including a consideration of the impact of the school's existing plans and priorities.*

This section needs to reflect a proper understanding of which pupils may be included in the DDA definition of disability. The definition is broader than most people think.

Pupil information might include a range of data:

- *pupils already in the school and moving through it, including pupils at an earlier Key Stage;*
- *the nature of the school's intake in the future, for example:*
 - *advance information about pupils with a statement who may also be disabled;*
 - *other information, such as local/national information on trends in school population.*

There needs to be some sort of audit of the school's strengths and weaknesses in working with disabled pupils. This might include information on:

- *the level of staff awareness of what the DDA requires of them;*
- *the presence of disabled pupils in the school and the pattern of their participation in the life of the school, for example:*
 - *the profile of disabled pupils coming into the school and of those who may not have been admitted to the school up until now;*
 - *patterns of attendance and exclusion;*
 - *areas of the curriculum to which disabled pupils may have limited or no access at the moment;*
 - *the participation of disabled pupils in off-site activities*
 - *parts of the school to which disabled pupils may have limited or no access at the moment;*

The impact on disabled pupils of the way the school is organised, for example:

- *school's policies, practices and procedures relating to: anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, time-tabling, the administration of medicines;*
- *the physical environment of the school;*
- *the curriculum;*
- *the ways in which information is currently provided for disabled pupils;*
- *the priorities currently set in other plans, particularly the School Improvement Plan.*

Outcomes for disabled pupils, including:

- *a detailed analysis of outcome data: exams, accredited learning and end of Key Stage outcomes;*
- *detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;*
- *achievements in extra-curricular activities;*
- *wider outcomes in the Every Child Matters agenda.*

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

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Identify the school's priorities here and then work these into more detail in a set of action plans.

1C: Views of those consulted during the development of the plan

We have supportive parents and carers as evidenced by the 2008 Ofsted Inspection.

The school welcomes input from parents and carers who have open access to the school. Parents and carers not only attend meetings but also have regular communication by phone and letter (LLPA) and it is by these means that we receive most feedback, albeit sometimes verbal. We are working on a range of questionnaires to deploy on these evenings targeting a variety of issues relevant to given year groups. We also have an active school council. School reports and annual reviews give opportunities for parents to comment and we encourage parents to contact the school at any time should issues arise.

All pupils have a tutor and Key stage manager as well as access to a mentor and welfare officer. As part of the mentoring process we get good feedback on teaching and learning.

There is a clear line management system for staff to make their feelings known. However, relationships are such in the school that all staff have a direct line through to anyone on the Leadership Team and to the Chair of Governors. There are morning and evening briefings each day with all staff present.

We receive very few complaints from parents with children in the school. However, when we do receive them they are dealt with promptly and by the most appropriate member of staff.

External agencies such as Behavioural Support, ESWAS, Educational Psychologist, Speech & Language, Visually Impaired, Hearing Impaired, Connexions, speak highly of our work with pupils.

Close contact is kept with SEN caseworker and outside agencies.

The LA fulfils its monitoring and evaluation role by their annual review process. We also buy in a range of key stage consultants who have been a contributory factor in our improvement over the last three years.

There is capacity to make further improvements. Pupils' attitudes to learning remain good, leadership in the school remains committed to raising standards and providing high quality education for all our pupils.

The school has set the following priorities in respect of consultation on the plan:

- To increase the involvement of partners on specific issues
- To extend our network of partners

1C: Views of those consulted during the development of the plan

The plan should be informed by:

- the views and aspirations of disabled children and young people themselves;*
- the views and aspirations of the parents of disabled pupils;*
- the views and aspirations of other disabled people or voluntary organisations;*
- the priorities of the local authority.*

Consultation needs to be organised in a way that is accessible to the particular groups who are being consulted.

It is helpful to show how the views of different groups have influenced the plan.

The school has set the following priorities in respect of consultation on the plan:

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Identify the school's priorities here and then work these into more detail in a set of action plans.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

All pupils initially follow the full curriculum, but adaptations to the timetable, support and subjects taken are constantly reviewed.

Learners are encouraged to take an adequate amount of physical exercise and to eat and drink healthily. Pupils are encouraged to drink water during lessons and to take 'little and often'. Facilities are available in school for pupils to access drinking water and there are plans to make this even more widely available. School meals are healthy and nutritious.

We provide in excess of the minimum requirements for PE as evidenced by our Sportsmark award. We run a range of competitive teams. Where pupils express an interest in a given activity we try to provide for it. We do have some obese children in the school who receive help and support on an individual basis.

Healthy lifestyles are encouraged through the PSHE course as well as all relevant curriculum areas. This includes work on drugs, sex and alcohol; all supported by outside agencies and tailored to individual year groups. PSHE is co-ordinated by a member of staff.

Links with other schools and Dudley College are relatively strong by virtue of the Dudley North Consortium. There are increasing levels of collaboration with most focus falling on 14-19 developments. Our Specialist School Status Vocational Centre will strengthen these links as well as provide links with the wider community.

All pupils are encouraged to take part in a variety of extra-curricular activities and sports teams. The school provides visits and residential experiences for pupils. Support for these is, and has been, provided for as required, with parents or extra TA support etc.

The school will continue to focus on a clear assessment of national curriculum levels and access for all of its pupils.

The school has set the following overall priorities for increasing curriculum access:

- To continue to develop accessible programmes of study
- To continue to develop accessible external accreditation opportunities
- To continue to develop quality extra curricula activities

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The priorities set in this section need to relate back to the starting points: vision & values; information & data; consultations with pupils, parents & others.

Planned curriculum development work is time intensive, so, to be sustainable, needs to:

- ❑ *focus on chosen areas of the curriculum over time;*
- ❑ *be planned over the life of the school's accessibility plan;*
- ❑ *be coordinated with the priorities in the school improvement plan;*
- ❑ *be led by those with curriculum expertise within the school;*
- ❑ *be carried out in conjunction with partner schools wherever possible, ideally through cluster or network arrangements facilitated by the local authority;*
- ❑ *draw on the expertise of external partners, for example: speech and language specialists, educational psychologists;*
- ❑ *use ICT.*

Key elements in a successful planned approach are likely to be:

- ❑ *a focus on medium term planning, at the level of schemes of work;*
- ❑ *a clear assessment of the current National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening levels;*
- ❑ *high expectations;*
- ❑ *appropriate deployment of learning support;*
- ❑ *pupil grouping and use of peer support.*

Working in this way may raise challenges for existing policies and generate issues for wider school review, for example:

- ❑ *use of SENCO time;*
- ❑ *the responsibilities of subject leaders;*
- ❑ *the way that learning support assistants are deployed;*
- ❑ *time-tabling;*
- ❑ *how the school plans to develop awareness of disability through the curriculum;*
- ❑ *how successful developments in one area of school life are shared across the whole school;*
- ❑ *access to specialist advice and support.*

Disabled pupils need access to the 'formal' 'taught' curriculum of the school, but also to activities in the interstices of the school day and beyond the school day, for example:

- ❑ *recreation;*
- ❑ *movement around the school;*
- ❑ *special events: sports days, visiting theatre groups or story-tellers;*
- ❑ *extra-curricular activities: breakfast clubs, after-school clubs;*
- ❑ *school trips.*

The school has set the following overall priorities for increasing curriculum access:

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2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The School is in the fortunate position of having been relocated to a refurbished site in March 2008. The site is all on ground level with no steps or stairs. Where the level falls away on the exterior ramps allow access. Disabled parking is available as are toilets. The new vocational centre is fully accessible for the disabled. All teaching spaces have white boards and electronically controlled lighting. All alarms and bells have visual aids.

The school will continue to develop the individual reasonable adjustments for each pupil to ensure that all have equal and reasonable access to learning and extra curricula activities in school.

The school has set the following priorities for physical improvements to increase access:

- To develop our knowledge of our pupils' needs
- To develop the range of support, structural and resources, for disability
- To continue to develop the building with all disability in mind, colour schemes, acoustics etc.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The priorities set in this section need to relate back to the starting points: vision & values; information & data; consultations with pupils, parents & others.

Changes to the physical environment might include:

- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings;*
- improvements to toilets, washing and changing facilities;*
- changes to the layout of the playground and other common areas;*
- the provision of ramps and lifts and improvements to doorways;*
- the provision of particular furniture and equipment to improve access.*

The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

Funding for improvements to the physical environment of the school may come from a variety of different sources:

- School Access Initiative funding may be needed for major capital works. This has to be coordinated with the local authority's priorities;*
- devolved formula capital funding can meet the costs of some of the priorities;*
- delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled pupils;*
- where alterations need to be made to improve access for a disabled teacher, funding may be available through the 'Access to work' programme.*

There are some principles that can help to keep down the costs of separate work to improve access:

- access considerations can often be piggy-backed onto other work to be done, for example: there is a small marginal cost for installing visual alarms when the school is being re-wired, there is an even smaller cost in improving colour contrast when the school is being re-decorated;*
- purchasing policies can take account of access requirements, for example: the purchase of an adjustable height science bench when benches are purchased, or a number of calculators with large keys when calculators are being purchased;*
- seeking advice can be a good investment but advice needs to be broadly based and take account of different groups of pupils;*
- creative ideas may come at low cost or no cost.*

The school has set the following priorities for physical improvements to increase access:

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The school should set out its priorities for its plan. Identify the overall priorities here and then work these into more detail in a set of action plans.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Information for pupils with difficulties and information access for parents can be delivered in various formats depending on the need of the pupils and parents. Eg:

- Large print
- Simplified or moderate language or diagrams
- Audio tapes
- Orally
- Differentiation of work
- In various formats - worksheets, notices etc
- On the school website
- By Email

Some of the areas that we look carefully at are lesson observation, starters and plenaries of lessons, literacy, extended writing and learning throughout the school, CPD needs for INSET training; etc, in order to maintain support and consistency of learning for all pupils within the school.

Identifying the appropriate format depends on the pupil's difficulties, their needs, subject level and content. Subject teachers work with the Senco, Teaching Assistants and external agencies to help determine the most appropriate way the format should take.

The school continues to ensure that all pupils, parents, carers and partners have access to information.

The school has set the following priorities for providing information for disabled pupils:

- To continue to monitor and develop accessibility
- To continue to develop ways of seeking the views of partners and advice

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Information for disabled pupils - provided in writing for pupils who are not disabled - might include:

- *handouts, timetables, worksheets, notices, information about school events.*

Improving the delivery of information might include making information available:

- *in Braille, in large print, in simplified language, on audio-tape, on video-tape, through sign language, using a symbol system.*

Identifying the appropriate format must take account of:

- *pupils' impairments: access to information may be improved for particular groups of pupils by particular approaches, for example: pupils with learning difficulties may be able to access information more easily where it is provided in simplified language; pupils with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems;*
- *preferences expressed by pupils or their parents.*

It reduces repeated efforts at a later stage if a consideration of different formats is built into the design of information produced for pupils.

In respect of more specialised formats, for example: Braille, help is available from support services. Schools should ensure that they know how to access the relevant support services.

The school has set the following priorities for providing information for disabled pupils:

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The school should set out its priorities for its plan. Identify the overall priorities here and then work these into more detail in a set of action plans.

3. Making it happen

3A: Management, coordination and implementation

The *Governors and Management Team* are aware of and have input into the school's accessibility plan.

The plan will be revised on a regular basis, taking into account the difficulties pupils have in the school or pupils who may be going to attend. This will be carried out by the *SMT* with input from the *SLT*, *Governors*, pupils, parents, carers and partners.

The evidence used to aid the plan will be looking at:

- SEN type of need for pupils on roll
- Effectiveness of the support for pupils
- Attendance percentages for the different cohorts
- Effectiveness of Healthy Schools
- Type of differentiation for pupils
- Statement reviews
- External agency reports and input
- Government and LA policies and initiatives.

The *Governors and staff* of the school are fully aware of and kept updated on SEN legislation; *DDA*, *ECM* Policies within the school which link with and take account of this plan are the *Health and Safety Policy*, *Asset Management Policy*, *Learning Support Policy* and *School Development Plan*.

The school co-ordinates and has close contact with many external agencies:

- Social Health and Care
- Health agencies, School Doctor, Nurse, CAMHS etc
- LA agencies; Hearing and Vision Impaired Services, Speech and Language Service, Connexions, LACES etc.

The *SMT* are responsible for the implementation of the plan.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Employing a welfare / liaison person to take responsibility for aspects of pastoral care and guidance and link with outside agencies.
- Set regular monitoring and reviewing of plan

3. Making it happen

3A: Management, coordination and implementation

The planning process: *the school's plan should show:*

- ❑ *how the governing body takes responsibility for the school accessibility plan and sets a clear direction for it;*
- ❑ *how and when the plan will be reviewed and revised, including how anyone might contribute to that process;*
- ❑ *a mechanism for the evaluation of the plan;*
- ❑ *the variety of evidence that will be used in the evaluation of the plan.*

Coordination: *the school may want to show how the accessibility plan fits in with other responsibilities:*

Under other legislation:

- ❑ *SEN legislation (most disabled pupils will also have SEN and the effectiveness of the school's provision to meet SEN will therefore have an impact on the progress of disabled pupils);*
- ❑ *other parts of the DDA (duties towards the general public, in Part 3, and to staff in Part 2).*

Other policies and plans *(Where these already reflect priorities for developing access for disabled pupils it makes sense to cut and paste relevant sections into the school's accessibility plan):*

- ❑ *school improvement plan;*
- ❑ *professional development plan;*
- ❑ *SEN policy;*
- ❑ *asset management plan;*
- ❑ *health and safety policies.*

Schools will also want to make sure that their plan is coordinated with other services and agencies, for example:

- ❑ *with the local authority's accessibility strategy;*
- ❑ *social services;*
- ❑ *health agencies, particularly in respect of meeting the health needs of disabled pupils in school.*

Implementation: *it is important that the plan:*

- ❑ *allocates lead responsibilities;*
- ❑ *sets out clear timescales;*
- ❑ *identifies the necessary resources, human and financial. To ensure that the school meets the requirement to resource the plan, it should identify the source of funding, for example: school development grant; Schools Access Initiative; devolved capital budget; delegated budget;*
- ❑ *makes clear what the anticipated outcomes are, with performance criteria where necessary;*
- ❑ *build in review mechanisms and dates.*

A standard planning sheet provides for this sort of information.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

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It may be helpful to identify the school's priorities here and then work these into more detail in a set of action plans.

3B: Getting hold of the school's plan

The school accessibility plan is available in print form and is also on the web site. Anyone having difficulty accessing the plan should contact the school where different formats and print sizes are available.

3B: Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

The school might consider:

- how it makes the plan available;*
- whether the plan is available on the school website;*
- making the plan available in different formats;*
- ensuring the plan is readable. The school may need to consider: jargon/acronyms; typeface/font size; how easy it is to find your way around.*

The school has set the following priorities for making its plan available:

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Identify the school's priorities here and then work these into more detail in a set of action plans.