



ROWHILL SCHOOL

ACCESSIBILITY POLICY

Head Teacher

Geoff Bartrum

Chair of Governors

Stephen Jefferys

Policy Ratified

Policy Review

March 2020 (New)

Rowhill School 2020

Accessibility Plan

The Governors of Rowhill School are aware of their moral and legal duty under the Disability Discrimination Act to improve access to education and educational achievement for children with disabilities.

Rowhill has considered access to the curriculum, improvements to the physical environment and to communication. The school has an action plan to address areas which require improvement and is mindful of its role both as an employer and as part of the wider community and so will aim to improve accessibility not only for pupils but also for staff and visitors with disabilities. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a cultural awareness, tolerance and inclusion.

Currently Rowhill School is accessible easily on the ground floor level and has lift access to the upper floor and meeting rooms. We are able to provide an extensive curriculum to ensure that students with disability are as equally prepared for life as are the able bodied students. This covers teaching and learning and the wide curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Improvements to the physical environment have been carried out which include:

- A review of the internal environment to make it more ASD friendly
- A review of the school layout to ensure Hubs are fit for purpose and classes within Hubs allow access to the curriculum for the pathway students are aligned to.
- Increased the number of classes for primary cohort that is increasing
- Developed physical and sensory opportunities such as Forest School, Horticultural activities and play
- Continue to increase vocational opportunities, not only for Rowhill but a range of other community schools.

Understanding the Curriculum

The Hub Provision and framework encourages staff to analyse the cohort they cater for, the provision needed to meet the cohort needs and the outcomes that are intended. The overhaul of this structure has put on emphasis on student engagement in the learning process and the barriers incumbent in this process which inevitably lead to a range of behavioural outcomes. These barriers have been tackled with:

- Positive behaviour support policy
- Increased awareness of Nurture provision
- OT and SALT interventions (training)
- Sensory diets and circuits
- Emotional regulation as a school wide intervention
- A range of mental health interventions
- Learning environment
- Bespoke learning plans including ACP

This is the first component of our provision which is then supported by the layers of curriculum interventions and schemes to ensure once each student can access class based learning. The Cohort- Provision- Outcome model is then used at every level to ensure there is scope for engagement, learning and progress through a range of motivational content. Students are supported by specific interventions for phonics and numeracy; they are engaged within the personal development through activities such as Forest School, CommuniGrow and CycloPark activities; they have class based plans that show intended outcomes for the key subjects; and outcomes such as exams and accreditation are encouraged at every level. Beyond this the ACP Hub use a range of external resources and provision to ensure the hardest to reach students access a provision that is engaging and motivating and leads to future opportunities.

Overriding curriculum development will be a focus for the Hubs as a whole, for example the Vocational Hub has a wide range of vocational opportunities both on-site and offsite to ensure student's learning needs can be broadened and met. In short the overriding provision in each Hub should take account of the school mission statement:

That all students should aspire to be:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Improved communication tools

Clicker 7 already comes packaged with a range of accessibility software that is specifically designed for those with varying disabilities and is widely used across the school. Visual timetables are widely used in the primary Hub and for other students who rely on them. Understanding 'Behaviour as Communication' is widely encouraged as analytical tools promote understanding of situations. Talking therapies are another tool to develop and first positive relationships which inform good decision-making and understanding but this can include mentoring support and

coaching with tutors, TA's etc, especially those who maintain positive relationships with the student.

However, we can if necessary provide extra appropriate equipment (in terms of both hardware and software) in an attempt to aid members of staff and students with disabilities and impairments.

School Transport

Students who require transport to school apply through KCC the special educational needs panel. Rowhill encourages independence and where possible students receive travel training and are encouraged to become independent travellers.

Medical Reasons

Normally, school can ensure school access to medical situations such as epilepsy and other concerns through a Health Care Plan generated between the Staff, Parents and medical input. Staff can be trained to implement some interventions if this is possible. If a child cannot get to school due to medical reasons or health problems, we would support the home hospital school and would provide work for the child to complete or some tuition if available.

Moving forward

The school is continually looking for ways to expand its provision whether that is by:

- Enhancing the role of inclusion through the STLS service for Dartford
- Improving links with mainstream education and developing a variety of inclusive packages such as out vocational offers
- Expanding the school (sustainably) by various means such as extensions within the current premises, offsite units or new sites all with the aim of increasing accessibility for a range of SEMH student's.