



**ROWDEN  
HOUSE SCHOOL**

part of the SENAD Group

**Accessibility Plan**  
Rowden House School  
Rowden  
Bromyard  
Herefordshire  
HR7 4LS

Accessibility Plan as set out in  
SENAD's Accessibility Strategy Policy [710.0]

S88 Requirement

Review June 2017

Update due in June 2018

Lead Name: Martin Carter, Principal

SENAD Support: Paul Munyard,  
Group Property and Facilities Manager

## **1.0 Introduction**

Rowden House Hall School aims for all students to enjoy learning, make progress and achieve. To become confident individuals living safe, healthy and fulfilling lives who make a positive contribution to society. The school's aim is for students to:

- Engage in Learning
- Develop communication skills
- Self-manage behaviours
- Form positive relationships
- Be healthy
- Access lifelong learning.

## **2.0 The Equality Act 2010 - Disability**

This plan has been prepared in response to the school's duties under Section 88 of The Equality Act 2010. The school recognises the following duties:

- 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 publish an Accessibility Plan (known as the Planning Duty).

## **3.0 Definition of Disability**

A disabled person is defined by the Disability Discrimination Act as:

- A person who 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.

## **4.0 The Planning Duty**

The Act places a duty (the Planning Duty) on schools to prepare Access Utility Plans for:

- Increasing the extent to which pupils can participate in the school curriculum, e.g. leisure activities and school visits.
- Improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of written information, e.g. hand outs, timetables etc.

Independent schools must make their Accessibility Plans available to interested parties on request at reasonable times.

## **5.0 The Accessibility Plan**

This plan aims to improve access to all aspects of education within Rowden House School and is organised in a way that helps to remove any existing barriers to pupil learning. It also aims to widen the opportunities available to students who may have had restricted access to the wider community in previous settings. This is our commitment to developing the outcomes within Rowden House School's aims and objectives.

- The SENAD Group will monitor the implementation of the plan and regularly review the access needs of the school.
- **This plan was reviewed in June 2014 and June 2017**
- **It will be made available on the school's website.**
- Martin Carter at Rowden House School 01885 488096.

## 6.0 Improving Access to the Curriculum

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Improve the role of communication literacy to improve student communication & hence access	To develop through performance management and insert in tandem with operational planning	Teachers have clear training needs including inset, course attendance and visiting other schools	Annual performance management and budgetary planning ongoing	Students' personalised learning needs will be more easily matched to curriculum areas
<b>Medium Term</b>	To allow a greater percentage of Post 16 students access to external college provision.	To develop relationships including partnerships with colleges	More post 16 students have college access courses	ongoing dependent on pupil profile and accessibility ability.	More students will gain wider access to community and different learning styles
	To increase the level of support staff training regarding classroom techniques and understanding of subject areas including use of NAPPI techniques	To allocate through the monthly school staff meeting and teacher-TA guidance ongoing. To monitor and develop through regular teacher meetings	Effective work force.	Ongoing	Students learning behaviours will be more quickly recognised by a wider range of staffing

## 7.0 Physical Improvements to the Environment

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Improved facilities for hearing impaired	Fit induction loops in critical areas as needed	Key areas accessible for hearing impaired	Plans in place and to be used when needed	Improved physical access to the school
		Fit vibrations pads or flashing beacons in key areas as required to aid evacuation	Allow student independence and awareness with staff support	Plans in place and to be identified through PEEPs as required	Improves standards and meet Fire regs
<b>Medium Term</b>	Improved building approaches	Improve/supplement external lighting with more specific LED responsive lighting	Access around site improved	Ongoing when requested and through property overviews.	Improved physical access to the school
<b>Long Term</b>	Improved vertical circulation	Provide colour contrasting nosings on stairs as carpets are replaced through routine maintenance	Improved contrast for visually impaired	September 2018	Improved physical access to the school
	Improved vertical and horizontal circulation	Provide colour contrasts during routine redecoration	Improved contrast for visually impaired	September 2018	Improved physical access to the school
	Carryout light surveys to communal, external and classroom areas	Identify light levels and create action plan ensuring individual needs are reflected	Improve light levels	September 2018	Improve lighting as required

## 8.0 Improving the Provision of Information

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Continue to use augmentative systems for all students	Risk assessments and speech and language assessments are in place and form part of multi-disciplinary approach to students' needs	There is available in all settings: <ul style="list-style-type: none"> <li>• Functional symbols for personal needs</li> <li>• PECS for functional use</li> <li>• Adults who are able to sign</li> <li>• Timetables for expressing organisation of day</li> </ul>	Ongoing	Students have access to communication at functional levels to enable their understanding of all school environments
	To provide PECS update training for staff	Discuss and arrange through performance management	There is increased availability of skilled training and practice	Current – performance management structure in place for all staff and ongoing training programme both formal and during working environment	Students will have improved access to skilled staff and systems
	Provision is made for visitors to indicate support needs regarding disability provision	Include a request for visitors to contact us prior to a visit highlighting any specific needs that they have	Any additional reasonable arrangements needed are facilitated for the visit	Requirement relayed to lead manager	Adapt planning to facilitate any disabled visitor
	Ongoing Speech and language therapy input in relation to individual needs	Liaison with class teacher and key worker	There is a consistent approach to communication strategies.	Current and further development work necessary on an ongoing basis	Individualised support plans are in place and utilised by staff