Rooks Heath Accessibility Plan 2020 - 2023

Section 1: Vision Statement

It is a requirement under the Equality Act 2010, for all schools to have an accessibility plan. This plan is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA 2001), which states that "Schools must make reasonable adjustments to ensure that disabled students are not disadvantaged".

Definition of disability according to the Equality Act 2010

A person has a disability if —

(a) the person has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

What 'substantial' and 'long-term' mean

- According to the SEND Code of Practice (DfE, 2015) 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- According to the SEND Code of Practice (DfE, 2015) 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

Meaning of 'impairment'

The definition requires that the effects which a person may experience must arise from a physical or mental impairment. The term mental or physical impairment should be given its ordinary meaning. It is not necessary for the cause of the impairment to be established, nor does the impairment have to be the result of an illness. In many cases, there will be no dispute whether a person has an impairment. Any disagreement is more likely to be about whether the effects of the impairment are sufficient to fall within the definition and in particular whether they are long-term. Even so, it may sometimes be necessary to decide whether a person has an impairment so as to be able to deal with the issues about its effects.

Whether a person is disabled for the purposes of the Act is generally determined by reference to the effect that an impairment has on that person's ability to carry out normal day-to-day activities. An exception to this is a person with severe disfigurement.

A disability can arise from a wide range of impairments which can be:

- Sensory impairments, such as those affecting sight or hearing
- Impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- Progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia
- Auto-immune conditions such as systemic lupus erythematosis (SLE)
- Organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease.

The SEND Code of Practice also states that 'children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition'.

Progressive conditions

There are special rules about recurring or fluctuating conditions, e.g. arthritis.

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled. However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

College Ethos

At Rooks Heath College we are committed to providing an accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Rooks Heath College focuses its resources to ensure equality of access for all students regardless of disability with individual needs assessed and resourced in order to ensure developmental progression and opportunity through learning in all areas. We aim to reduce barriers to enable full participation in the Rooks Heath College community and the curriculum for students, and prospective students, with a disability.

How the plan links to other documentation and policies

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- SEND Code of Practice
- Equal Opportunities Policy
- Learning Development Policy (including Special Educational Needs and Disabilities)
- Teaching and Learning Policy

- Health & Safety Policy
- Off Site Activities Policies
- Behaviour for Learning Policy
- College Improvement Plan
- Asset Management Plan
- College Prospectus and Mission Statement
- Performance Management Policy

How the plan will be shared

The Rooks Heath College Accessibility Plan will be made available in the following places:

- The Rooks Heath College Website – www.rooksheath.harrow.sch.uk

- Rooks Heath College's chosen Learning Management Systems (Canvas, Office 365 etc.)

- Information about the Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory)

- The College's complaints procedure references the Accessibility Plan

- The Rooks Heath College Prospectus should make reference to the Accessibility Plan.

Internal and external monitoring procedures

The Plan will be monitored through the Finance and Premises Committee of the Governing Body in coordination with the SENCo and SEND Governors.

College Governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over a prescribed period. This Accessibility Plan identifies Governing Body priorities for action to enable the college to remove barriers to learning.

The Action Plan is in section two, relating to these key aspects of accessibility will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

The plan's focus on the physical environment, curriculum, and written information

An Access Audit was carried out by Ridge, on behalf of Harrow Council in February 2010 and a number of recommendations were made. Some of these remain outstanding and will be carried forward into this Action Plan. It may not be feasible to undertake some of the works during the life of one Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each three-year period in order to inform the development of the new Plan for the following period.

Rooks Heath College plans, over time, to increase the accessibility of provision for all students, staff and visitors to the College. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the college, adding specialist facilities as necessary. This covers improvements to the physical environment of the college and physical aids to access education.

- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the college such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum. Students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs.

- Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the college and college events. We will endeavor to have the information made available in various preferred formats within a reasonable time frame.

We will ensure that all training for staff and governors is designed to raise awareness of the college aim to avoid disability discrimination and ensure that we treat all people equally keeping accessibility for all at the top of our agenda.

Approved by: …………………………

Date: 20th May 2020

Next review date: 15/04/23

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

The table below sets out how the college will achieve these aims.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability Medical Plans	Student's needs are assessed on entry to the College and a Care Plan is created. Meetings held with parents/carers, student (if appropriate), external medical team (if applicable), SENCo and Welfare to understand the need, agree on a plan and establish strong initial contact.	Care Plans are developed by the SENCo to support any students with medical needs. Staff to know where to look for medical plans. A formalised procedure is in place from initial meeting to students being in the classroom and all staff involved are aware of and follow the process.	Plans to be shared with Welfare and appropriate staff. Plans to be added to the student's profile in SIMS. All students to be issued with a Medical Time Out Card in case they need it. Staff to be told where to access plans.	SENCo SENCo SEND Manager	As required Ongoing from Aut 2020 Embedded from Aut 2021	There is a good understanding of students with medical needs and staff are well informed, helping students to feel secure and concentrate on learning. Staff can access plans. Students are spared embarrassment of being asked why they are leaving the classroom.

Increase access to the curriculum for students with a disability Accessibility of the curriculum.	Students with SEND are provided with differing levels of support both within and outside lessons.	Provide a supportive structure to help enable learning after assessing individual needs.	Develop Individual Education Plans (IEPs) through SIMS with information that is helpful for teaching staff. All staff to have a refresher course in SEND/High Quality Teaching.	SENCo, All teaching staff.	As required	Students with SEND achieve levels of progress in line with or above the National Average.
	Strong links with external agencies. The list is growing.	To make more explicit connections between work in interventions and work in the classroom.	Reports and key information shared with staff through IEPs.	SENCo and SEND Manager	Ongoing	Strategies from professionals embedded in teacher practice.
	Assess, Plan, Do, Review Meetings after each reporting period between students and Learning Support Assistants. Progress is reviewed with the student and new targets set.	For all teaching staff to be confident that they are planning and delivering lessons that are accessible for all.	Observe and implement Whole School SEND and EEF documentation regarding Inclusion and teaching in the classroom. Observations and reviews completed with Teaching and Learning Team.	SENCo, STRP, T&L Team, Raising Standards Team and teaching staff.	Ongoing	High Quality Teaching is evident in classrooms across Rooks Heath College.
Increase access to the curriculum for students with a disability Access to technology	A small amount of laptops have been donated to the department for those with most need outlined in an Educational Psychologist report. Year 12 and 13 students have access to laptops when they begin their course through a well-established setup. Students that use laptops as their 'normal way of working' have access to a laptop for their exams.	For all students that **require** access to a laptop to have it. For there to be a contingency plan if a laptop breaks down. To allow students to take laptops home to continue work. For there to be enough laptops available for the Examinations Team.	To plan and launch a similar scheme as with Y12 and Y13. As part of scheme above. Insurance and other hurdles to be explored. The number of laptops carefully monitored with the exams team to ensure there are enough.	ICT Support, SLICT, SENCo ICT Support ICT Support/Finance SENCo, Exams Team	Aut 2021 Aut 2021 Aut 2021 Ongoing	Students to make more progress through new way of working. Process written in policy. Process written in policy. Students can have their exams timetabled successfully without adjustments needed.

Increase access to the curriculum for students with a disability Use of technology	All students have access to Microsoft Office 365.	For students and staff to know how to access systems that can support them in their learning.	Training sessions on the Office Apps including the Immersive Reader, Captions and Dictate tools. Rehearsals with Reader Pens.	SENCo, SLICT, LSAs, teachers, students	Sum 2021	Students regularly accessing tools they need to engage with lessons and reduce barriers to learning.
	All students have access to Canvas where homework is set. Students have access to ICT rooms after school and for some of their lessons.	For teachers to provide students and learning support assistants with access to learning materials for the lesson in advance. This should allow higher quality support and ensure students are more confident to engage with the lesson.	Staff to upload their PowerPoints and worksheets to Canvas prior to the lessons. Pre-learning materials such as key words made available.	SENCo, SLT, T&L Team, Teaching staff	Sum 2021	Students making more progress after pre-teaching and pre-learning. More confident to ask questions about a familiar topic/content. Students are able to access more of the tasks.
	Some students accessing interventions through ICT based programs.	For students and learning support assistants to be able to access PowerPoints and worksheets through laptops/tablets when in the lesson. This will equip support staff to be able to refer back to slides/worksheets that the teacher may not be showing at the time.	LSAs to take tablets to lessons with them so that they can load up learning materials and work with small groups of individuals in the classroom.	SENCo, LSAs	Aut 2021	Higher quality support in lessons as learning support can refer to slides/resources when reinforcing taught content. Students with sensory impairments can see a clearer version of the materials.
		Staff to be able to use live captions for students with EAL and sensory impairments.	Staff to be trained. Computers to be improved and microphones to be purchased.	SENCo and SLICT.	Aut 2023	Classrooms are delivering lessons that are accessible to all languages.

| Increase access to the curriculum for students with a disability

Seating plans | Review and implement a preferred seating plan to support the learning process in individual class bases. | Students are secure, know what to expect and are protected from potential bullying.

All students with impairments are able to access the lesson. | Staff share information about students that work well together and those that are best kept apart.

Staff reminded of best practice when seating students with SEND. | All staff

SENCo, LSAs | Ongoing

When required | Students feel secure and ready to learn without fear.

Students with impairments are able to access the classroom. |
|---|---|---|---|---|---|---|
| Increase access to the curriculum for students with a disability

Interventions | Implementation of a Student Support Hub

Working with outside agencies

Referrals for students needing access to more services.

Exploring some research based interventions.

Base-level mental health support and previously Time to Talk counselling.

Working with Trainee Social Workers and Trainee Educational Psychologists. | To develop the reward-based On TRACK system to ensure students feel positive about behaving well at school.

Develop further mental health support capacity to make up for long waiting times through CAMHS.

To implement chosen research-based interventions to lessen the attainment gap between students.

To further establish automated systems from referral point to review point of interventions. | To ensure there are just as many chances to receive reward points as there are negative points. To work with the Pastoral Team to develop the positive culture within the school.

To begin planning for a Mental Health Lead in school.

To make more use of Mental Health First Aiders.

To continue work with Boxall, Units of Sound, Cogmed, Accelerated Reader, Mindfulness and other interventions.

To document the processes involved from start to end point so that all staff are aware and can track the impact. | Pastoral Team

SENCo, SLT, SSH

SENCo and SSH

SENCo, SEND Manager, Learning Support

SENCo, SEND Manager | Spr 2021

Sum 2021

Aut 2020

Aut 2020

Sum 2020 | A positive ethos, with students enjoying learning and clear expectations met by all.

Managing some of the difficulties students have with mental health when external services are overwhelmed. Plans for Mental Health lead created.

Students are receiving additional support that is proven to be helpful and is using time away from the classroom well.

All staff following system. |

Increase access to the curriculum for students with a disability Exam Access Arrangements	SENCo and L Malzard responsible for Exam Access Arrangements (EAA) for students with SEND in liaison with the Examinations Team. All students needing EAA prioritsed for Educational Psychologist at the beginning of Year 10. Assessments completed in-house to detect possible need of EAA.	More students to be able to have access arrangements for End of Unit tests and coursework. For students to build a rapport with the person scribing for them. A contingency plan for any students that may feel overly anxious about exams and underachieving because of this.	Tracking this through subject teachers. Planning hours against specs. Students to have the same person for each of their exams. A backup room organised,	SENCo, L Malzard, Exams SENCo, L Malzard, Exams SENCo, L Malzard, Exams	Spr 2021 Spr 2021 Sum 2021	Students are confident with exams and get the hours stipulated in EHCPs and EAA. Students make excellent progress in exams as anxieties are lowered. A solution for those that suffer from anxiety with exams and have the setting they need.
Improve the delivery of written information to students Extra-Curriculuar	Canvas is now widely used by staff and students and there are links to useful sites. A programme of extra-curricular activities is put together each year. There have been careers fairs	To improve access to extra-curricular activities, resources etc. Ensure students feel safe within the school. Encourage a sense of exploring and enquiry. Engage with student interests and build positive links between students and staff. Provide students with safe spaces for those that find the playground daunting or overstimulating. Students are aware of careers that they may wish	Staff to create and develop content for an online Learning Support and Student Support Hub Course. Audit the extra-curricular programme to ensure it is as inclusive as possible. Survey students about clubs they would be interested in. Rota staff to supervise a classroom. Ask staff if anyone would start a lunch time activity. Arrange visits to skills-based workplaces and invite guest speakers.	All Staff SENCo S Sharp All staff SENCo, Careers	Ongoing Aut 2020 Aut 2020 Spr 2021 Aut 2022	Students feel safe. More students with SEND partake in extra-curricular activities. Students feel part of Rooks Heath College. Reduced anxiety on the playground. Students eating lunch and staying healthy. Students having high aspirations and therefore engaging in school to reach their own goals.

		to be involved in in the future.	Build a programme.			
Improve and maintain access to the physical environment Classroom environment	A risk assessment is carried out to assess the level of support required	To enable equal access to lessons despite disabilities. To ensure the safety of all students within the classroom. To prevent overstimulation of some students.	Needs are assessed and a planned effective timetable is put into effect Classes are organised with enough space for students to move around. Bags and coats are stored responsibly. Classroom displays are planned with students that have sensory impairments in mind.	HoY/SENCo Classroom staff, students Classroom staff	On each occasion Ongoing Ongoing	Plans will be in place to suit the different needs of the students. Accidents in the classroom are minimal. Students can focus in the classroom without distraction.
Improve and maintain access to the physical environment College OSAs, ORAs etc.	All students are encouraged to attend trips. Reasonable adjustments are made to the trip as part of the planning process.	To alleviate any concerns students may have about trips that may discourage them from attending. To ensure the trip planning process is as inclusive as possible. To ensure opportunities to develop skills beyond the classroom are as accessible as possible. To ensure students with SEND are ready to attend	For the trip leader to highlight key individuals that may feel that they cannot attend. For trip leaders to plan for each student taking into account concerns. For trip leaders to provide information for students and parents to encourage attendance. To ensure students with SEND are aware of the	SENCo, LSAs, Trip Leader, AF16 Trip Leader, AF16 Trip Leader, AF16 SENCo, Trip	On each occasion On each occasion On each occasion	More students with SEND attend trips and gain valuable skills that can transfer to the classroom. Positive trip reviews. Students with SEND are more excited than anxious about trips. Parents have a secure knowledge of when students will return. Students feel more in

		the trip and risks have been minimised.	plan for the day in advance and all risks are discussed with SENCo and LSA.	Leader, AF16	On each occasion	control. They are more likely to attend future trips.
Improve and maintain access to the physical environment School environment	Clear signage is displayed with Blocks labelled and basic directional signage to key areas.	For students to be able to find their way around the school with as much independence as possible.	Review signage, get quotes and add. Clear maps printed in Link Books. Activities organised during student orientation day.	Premises Team Link Book Team HoY for Year 7 and J Lamb.	Sum 2021 Aut 2020 Aut 2021	Students are able to navigate the site at the beginning of the year therefore reducing anxiety.
Improve and maintain access to the physical environment Safety	Fencing in the Playgrounds to be replaced on a rolling program.	To increase security by ensuring vulnerable students cannot leave site un-noticed. To prevent harm due to damaged wire sports fencing Vulnerable students to remain safe during times of reduced supervision (break, lunch, between lessons etc.)	Review the fencing and plan a program of work to repair or replace the fencing. Risk assessments completed for students with difficulties moving around school and those that find free time difficult.	STRP, S Cook, Premises Team. SENCo, SEND Manager	Sum 2021 When required	Students remain safe when navigating the site. Students cannot leave site. Students with SEND can partake in activities on the playground and there are far less misunderstandings between students.
Improve the delivery of written information to students	The college communicates with a richly diverse community Parent Ambassadors have established links with parents in the community.	The college will be able to provide written information in different formats when required for individual purposes. Texting and email are in use and many staff of different nationalities are available to help with	All staff to consider the needs of their target audience, students, parents and the wider community.	All Staff	Ongoing	Messages home will be understood and increased understanding will lead to increasing knowledge

		translation.				of opportunities.
Communication Home	MCAS provides information for parents about the school day.	To develop a Learning Support Newsletter with key information for parents each week.	Create template and create content. Ensure all parental email addresses are correct.	SENCo, Learning Support	Sum 2021	
					Sum 2021	Parents aware of support from Rooks Heath.
		To send home APDR targets.	Establish best way to do this.	SENCo, Learning Support, Data/Report Team	Sum 2021	Parents aware of targets. Joined up approach as outlined in Code of Practice.
		To include data from interventions in reports.	To collate/summarise reports in template.	SENCo, Learning Support, Data/Report Team		Parents and staff are aware of work being done in interventions. Strategies for home can be implemented and students can be accountable for continuing work at home.
		To improve communication between staff and LSAs.	To develop working groups within Microsoft Teams for LSAs to plan with teaching staff. Develop CPD on Maximising Impact of Teaching Assistants.	SENCo, Learning Support and teaching staff.	Sum 2021	Staff can ensure that lessons are as accessible as possible by working collaboratively.
		To transfer EHCPs to banding as part of Harrow's SEND reform.	To be in-line with the Local Authority expectations.	SENCo and SEND Manager	Sum 2021	Students will be allocated banded support. It means we can support in the best way for each student.

Improve the delivery of written information to students ESOL and EAL	English lessons are available to Parents and Carers through the College	To increase communication with the wider community.	To continue to encourage attendance at the sessions to encourage understanding of the education system and the opportunities available through learning.	Learning Development Department	Annually	Better communication with communities and improved understanding of the education system.
		To develop the role of the Community Liaison and Parent Ambassadors.	Create plan for PAs. Develop role and reach the wider community at RHC.	SENCo, PAs	Begin Aut 2020	Improved parental engagement. Improved accessibility for those where English is and Additional Language.
		Parents to be able to translate content.	Parents given leaflet about Immersive Reader and Dictate functions in Word.	SENCo and PAs	Spr 2021	Parents are able to access information.
Improve the delivery of written information to students Website	College Website provides a central area of online information	To have an easily accessible online presence that is informative and up-to-date and available to all users.	Update the website to a reactive system that adapts to all formats of technology.	H Grover, M Patel, SLICT	Aut 2020	The website will adapt to any browser and be more widely available in a user-friendly format on smart phones as well as PC's.
			Audit content on website.	Admin staff	Sum 2020	The website is accessible and content is accurate to prevent confusion.
			Ensure website content is update with info that is maintainable, so that it remains accurate for the foreseeable future.	All staff	Aut 2020	

Section 3: Access audit

Feature *For example:*	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys: Lifts	A combination of one and two storeys. A Block has no lift making the first floor inaccessible to wheelchairs. C Block has no lift and therefore no access to the first floor for wheelchairs. Blocks B, E, J and M are two storey with lift access, including the Hall where there is a small stair lift. Blocks D and S are single storey and accessible to all.	Ensure lifts are considered as part of any major re-building works.	Scott Cook, Premises Team	Ongoing
Corridor access	A Block Ground Floor has steps on the ground floor within the building which could make wheelchair access an issue. There are steps up to some of the outer doors but there are alternatives.	Ramps or alternative routes to be provided as necessary.	SDC/PMG	Ongoing
Hand rails	Staircase leading to Dance Studio	Existing rails will be replaced with handrails on both sides, at a height of 900mm above the steps	PMG	Sep 2021
Hand-rails	A Block steps outside AF19	Install circular / oval handrails in accordance with BS8300	PMG	Sep 2021
Hand-rails	A Block steps up to and down from the lobby	Install handrails in accordance with BS8300	PMG	Sep 2021

Rooks Heath Accessibility Plan 2020 - 2023

Feature *For example:*	Description	Actions to be taken	Person responsible	Date to complete actions by
Parking bays	There is a disabled bay at the front of the College for use by visitors or staff	This bay appears to be sufficient at present and other areas can be reserved with relative ease.	PMG	Ongoing
Entrances	Front Gate and Reception doors	The signage on the front gate needs updating to provide clearer directions. Push and pull signs to be added to Reception door.	SDC	Completed August 2019
Ramps	There are ramps to B and S Block. All other buildings are accessible to wheelchairs from some areas.	A portable ramp may provide more accessibility and will be investigated.	SDC & PMG	Dec 2021
Toilets	There are no disabled toilets in A, C or D Block. Blocks B, E, J and M have disabled toilets.	Consider installation of disabled toilet in A Block as part of any future building program in the block. C and D Block do not have sufficient space for this facility.	SDC & PMG	Jun 2022
Toilets	E Block Disabled toilet	Install alarm system in accordance with BS8300.	SDC & PMG	Jun 2021
Reception area	Main Entrance signage	More visible signage is required. The Main Entrance sign on the door is to be painted on the outside in school colours to make it stand out. Signage similar to J Block for Reception and adjacent to the Hall giving directions to the rear of the site.	SDC	Completed Jun 2018

Rooks Heath Accessibility Plan 2020 - 2023

Feature *For example:*	Description	Actions to be taken	Person responsible	Date to complete actions by
Internal signage	Clear and consistent signage is required across the site	This is an ongoing target and much improved with Fire Action signs and keep left signs and instructions being re-enforced with students.	SDC/PMG	REVIEW ANNUALLY August 2021
External signage	Signage across the site relating to the Blocks, directions to Reception, Site Office, Sixth Form.	Adding more signage to help with mapping and getting around the site. Large Site mapping showing routes accessible to wheelchair users.	PMG	Completed June 2019
Emergency escape routes	Emergency Evacuation Chair	Cost and availability of evacuation chair to be investigated. Lifts cannot be used as a means of escape in a fire.	SDC	EVAC chair purchased April 2017
Tarmac	The ground outside M Block is breaking up and uneven.	Look at alternatives to provide a level surface.	PMG	June 2021

This Accessibility Plan is available to all staff on Canvas and is available of the College Website.		
Staff who are considered most likely to be involved with matters relating to accessibility, or who have responsibility for other staff who may be involved as part of their working routine, are asked to read and acknowledge the contents of this plan by signing below.		
Staff Name	**Signature**	**Date**
Jacqueline Wright		
Scott Cook		
Padraic McGee		
Tsewang Topgyal		
Glenn Webber		
Craig Ring		
Yamie Boakes		