

Roselyn House School/ The RHISE Service

3 Year Accessibility Plan

Introduction

This plan was drawn up in accordance with the planning duty in the disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

Disability is defined by the Disability Discrimination Act 1995 (DDA)

"A person has a disability if they have 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".

Since September 2002, there are three key duties towards disabled students under part 4 of the DDA:

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

The plan sets out the proposals of Roselyn House School/ The RHISE Service to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

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

It is a requirement that Roselyn House School/ The RHISE Service accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached are a set of action plans showing how the school has and will address the priorities identified in this plan.

THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN: VISION AND VALUES

The Special Educational Needs Code of Practice sets out guidance on policies and procedures aimed at 'enabling students with special educational needs to reach their

full potential. To be included fully in their school communities and make a successful transition into adulthood.'

All students at Roselyn House School have an EHCP for Social, Emotional and Mental Health. It is the aim of the school:

- To provide a positive, supportive environment.
- To develop learning programmes which are relevant to our young people within a National Curriculum Framework.
- To develop independence in our young people.
- To foster coping strategies, especially in readiness for post 16.
- To support students with an empathetic and experienced staff group.
- To provide vocational and community experiences for our young people.
- To be forward thinking and creative.
- To be a child centred provision.
- To make the young person's learning experience fun.
- To provide opportunities for young people to realise their talents and to succeed.
- To encourage young people to work together and respect other people's skills.
- To provide accreditation including: GCSE, Entry Level Certificate, Level 1/2, Functional Skills, Unit Award Scheme, BTEC, NVQ and Duke of Edinburgh.

By meeting these aims, Roselyn House School/ The RHISE Service and everyone in it may fulfil our mission statement:

<p style="text-align: center;">MISSION STATEMENT</p> <p style="text-align: center;">Moving forwards together to a positive future.</p>
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Roselyn House School/ The RHISE Service recognises and values parent's/ carer's knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parent/ carer's and child's right to confidentiality. Through a child's EHCP review and during the initial non prejudice visit to the school, information is identified regarding any possible disabilities a child/ parent/ carer may have.

It is intended that this accessibility plan be a whole school working document and to be an aid to remind staff to remove barriers to learning for disabled students. It should help to create a sense of ownership towards the plan and prove Roselyn House School/ The RHISE Service wider commitment to equal opportunities. (See Single Equality Policy)

The 'index for inclusion' states:

'Inclusion is seen to involve the identification and minimising of barriers to learning and participation and the maximising of resources to support learning participation.'

(Booth and Ainscow 2000).

In Lancashire County Council's 'The Inclusion Continuum- A Policy for Special Educational Needs,' it suggests that:

'...inclusion involves changing cultures, policies and practices so that they can respond readily to diversity among students.'

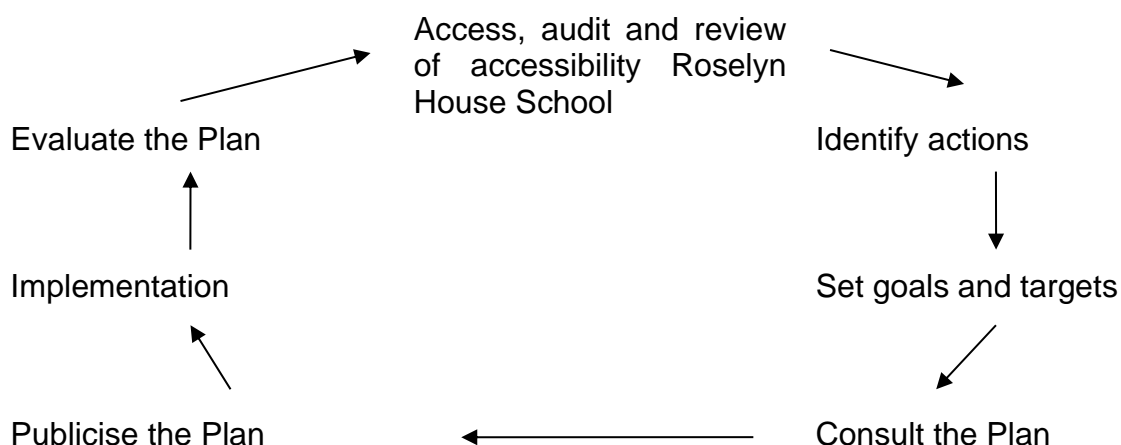
Inclusion works alongside equal opportunities and therefore should involve all students whatever their ability, age, gender, ethnicity and background. Inclusion and participation are essential to human dignity. At Roselyn House School/ The RHISE Service, we believe in the school fitting around the needs of the child; adapting systems and structures in order to meet individual needs and fully involving the disabled or disaffected young person. We aim to achieve this by looking at:

- School curriculum, teaching and learning, leadership and management.
- Attitudes and values.
- Language, images and role models.
- Buildings.
- Organisation.

This will be included in the three areas required by the planning duties in the DDA as previously described in the introduction.

PRODUCING A THREE-YEAR ACCESSIBILITY PLAN

The stages in producing an Accessibility Plan



In producing Roselyn House School/ The RHISE Service three-year Accessibility Plan, there was an initial audit and review of the three areas of the requirements of the DDA. Future, ongoing development of the plan will continue to refer to data on students' individual needs and consultation with students, parents/ carers, staff, placing authorities and outside agencies, including disabled people organisations.

Following the access audit, a list of actions has developed and goals and targets set with time scales. These are reflected in action plans covering the three areas of this plan.

Once staff are employed at Roselyn House School/ The RHISE Service, the management will consult with all staff (teaching and non-teaching staff) so that they are involved and committed to the plan.

Roselyn House School/ The RHISE Service has a statutory duty to implement the plan and allocate adequate resources to it.

The plan will be kept under review and revised as necessary. Evaluation needs to show if the goals are being achieved with the allocated time scales.

This Accessibility Plan forms part of the School's Improvement Plan and is part of a wider policy framework.

The plan is readily available and monitored as part of Ofsted's inspection process.

AREA 1: INCREASING THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE CURRICULUM.

This is to ensure disabled students have access to a full, broad and balanced curriculum. Curriculum areas should be considered at a whole school level, as many barriers to accessing the curriculum will be similar for several groups of young people and it is helpful to take a strategic approach to removing these barriers.

1:1 CURRICULUM, CLASSROOM AND LEARNING SUPPORT AUDIT/ REVIEW

- A) To educate all students within small group (not more than 8) situations and to fulfil requirements of National Curriculum in so far as possible with each child.
- B) To operate in Groups following Health and Safety Guidance and Risk Assessment as a result of the Covid 19 Pandemic.
- C) To implement a curriculum based on aspects of the National Curriculum in which the individual needs of each student are met through a variation of class based, group and individual strategies, involving a wide range of teaching skills, perspectives and resources. In addition, a student may be a peer mentor who may assist with learning support. This may take place within the school main building/ The RHISE Centre within allocated Groups and classes.
- D) Each child will be assessed on admission to school for Literacy, Numeracy, Behaviour, Emotional Literacy and Learning Styles and individual, educational and behavioural objectives planned, profiled, initiated and recorded in the IEBP. This IEBP will be reviewed and revised at least once termly through whole staff discussion. From this it may be evident that some students require additional 1:1 tutoring and support in order to facilitate their learning. Students may also be given a CAT4 test measuring Verbal Reasoning, Quantitative Reasoning, Non-verbal Reasoning and Spatial Ability and Boxall Profiling.

- E) Schemes of Work are differentiated for students at all levels which in turn will be supported by lesson plans giving accurate information as to work covered, concepts taught and achieved, tasks completed/ not completed and comments on educational/ behavioural performance for each student.
- F) Each child's progress within each subject area will be profiled and recorded in line with National Curriculum guidelines and Roselyn House School/ The RHISE Service 1-4grading system, measuring progress and attitude to learning; thus ensuring high expectations are met for all students.
- G) Lessons will be planned by a subject specialist Teacher and in larger groups delivered by a Teacher/ Instructor and supported by a Learning Support Assistant.
- H) Some lessons/ sessions and interventions will take place 1:1.
- I) Some lessons will take place in the Community/ Outdoors.
- J) There will be particular emphasis on the development of literacy, numeracy and problem-solving skills through a range of enrichment and specific programmes for the development of particular skills, as well as structured learning programmes for students experiencing Moderate Learning Difficulties and further Specific Learning Difficulties. This will be outlined in the student's Learning Support Plan.
- K) Each young person is assigned a Mentor who will meet regularly in order to follow a programme of pastoral support and development designed to meet the needs of the individual, including discussion of their IEBP.
- L) External agencies/ partners are utilised, e.g. Speech and Language Specialists, Educational Psychologists, RNID, RNIB, Play therapy and therapy through music.
- M) School is linked with Hope Flowers School in Bethlehem where joint activities take place with students and shared practice with staff who share similar experiences though very differing circumstances.

ACTION PLAN

AREA 1: INCREASING THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE CURRICULUM.

1:1 CURRICULUM, CLASSROOM AND LEARNING SUPPORT:

Audit/ review reference	Area to develop	How to achieve	Time scale	Review	Completed
1:1 (B) 1:1 (M)	To further improve access to the curriculum.	Staff to be provided with development activities such as linking with other schools in order to share good practice.	Ongoing links	<p>Improved communications and visits to other schools. Shared Practice and linked activities with Hope Flowers School, Bethlehem. Joined The Big Classroom.</p> <p>Visits and talks taken place at other schools.</p> <p>Forest school's discussion with other schools to provide outsourcing. Interest was there but difficulty due to the pandemic.</p> <p>Look at further developing onsite Forest Schools areas along with outside classroom areas including sensory garden.</p>	<p>Developed 2019</p> <p>Autumn 2019</p> <p>Ongoing Summer 2022</p> <p>Spring 2021</p> <p>Ongoing Summer 2022</p>

		Staff to attend standardising subject, specific and other courses.	Ongoing Eserie Autumn 2021	Staff have attended up to date standardising and subject specific accreditation courses. Staff to look at their own CPD. Twilight trainings in specific areas. Autism and ADHD Specific training covered. Use of Therapists	Ongoing Spring 2022 Ongoing Staff trained in Play Therapy 2019 Increased frequency of on site therapy 2022. Introduce Speech and Language Therapist Summer 2022.
		Whole school curriculum is available which is differentiated for individual needs and abilities.	Summer Term 2021 To be implemented Autumn Term 2021	Whole school curriculum to assist development of Policy and Practice. New Collins schemes of work bought in to implement in September.	Purchased Collins schemes of work Summer 2021

				<p>New Tracking system to be introduced to staff and students for implementation in September 2022. Looking at progress, attitude to learning, homework and reading.</p>	<p>Further increased resources Spring 2022</p> <p>Ongoing Summer 2022</p>
		<p>Whole school testing to understand students' needs in all aspects of the curriculum including Literacy, Numeracy, Behaviour, Learning Styles and Mental Health.</p>	<p>Revised Policy June 2021 Ongoing</p>	<p>Testing brought in line for whole school. RHS/ RHISE to include the same testing for Literacy, Numeracy, Cat 4, Boxall, VARK, SEMH. New LSP formats to be completed. Revised policy to include across school procedures. Staff to be assigned roles across RHISE and RHS.</p> <p>Timetable for assessment produced and information passed to students, staff, Parents/ Carers.</p>	<p>April 2021</p> <p>June 2021</p> <p>April 2021</p> <p>Annual cycle implemented September 2021 and completed up to Summer Term 2022</p>

					ongoing.
1:1 (B)	Implement a system of peer observations	To observe each other informally across the school as part of professional development and sharing good practice	Termly Annual March 2020	Shared practice policy implemented and revised. All staff have observed at least one other staff member through support in lessons (including NQT's) Twilight INSET training to discuss shared practice Teachers' meetings, LSA Meetings and whole school meetings Job Shadowing to be introduced from RHISE to RHS	Ongoing June 2021 Moved to a system of self-assessment and peer discussion July 2021 Ongoing TEAMS meetings ongoing every Friday Summer 2022
1:1 (B)	To provide opportunities for continuing professional development	Provide INSET training on differentiation, inclusion and curriculum access. Provide additional training from external sources including TEFL, SEND L3, BwD training materials on inclusion and SEND practice.	Ongoing	During the pandemic and staff working from home gave opportunities for further CPD where staff completed specific SEND training for both Teaching and Learning Support staff. One member of staff qualified as a TEFL Teacher.	April 2020-ongoing

				INSET twilights looked at specific curriculum access including exam access arrangements.	Ongoing
				Specific ADHD and Autism Training.	Spring 2022
				More staff included on SEND TA Trainings.	Spring 2022
1:1 (B)	To develop access to communication and employ different teaching methods	Improve ICT facilities across RHS and RHISE. Including laptops for Nurture and for those students who may find access to remote learning difficult.	September 2021	School and RHISE have more PC's with greater access software. The network is available in school along with Office 365. The hope is for everything to move onto Office 365. Some government laptops provided others provided by school.	Ongoing
		Laptops for RHISE students.	April 2022	Set of six Laptops made available to sign in and out.	April 2022
		Increase number of laptops available within Groups	September 2022	Set of 16 laptops and charging stations to be made available in 2 Groups.	September 2022
		Improve communications for parents/ carers and students via social media and email.	Ongoing	RHS/RHISE improved communications with community social media sites- Facebook and Twitter.	May 2020
		Continue to be mindful of a changing world which is more reliant on technology but also brings more dangers of	Ongoing	Specific contact emails for students and Parents/ Carers.	May 2021

		<p>exposure online. To inform students and staff.</p> <p>Improvement of remote learning offer and the way that ICT is used in lessons so that smooth transition is apparent. To continue an element of remote learning for all students so they continue to build confidence.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing and monitoring</p>	<p>Revised Online Safety, Social Media Policy in line with new guidance.</p> <p>Provided training to staff through INSET.</p> <p>Improve PSHE PoS to include more lessons around Online safety for all students.</p> <p>A Policy created and published around remote learning. Guidance to students and Parents/ Carers of expectations. Staff training and discussion around how the curriculum can be taught through remote learning keeping up the momentum of the classroom. Continue the practice going so that students don't forget and see the value of remote study moving forwards from recovery of the pandemic.</p>	<p>Ongoing Updated June 2022</p> <p>May 2021</p> <p>May 2020 Updates to Policy June 2021 Updates to Policy June 2022</p>
1:1 (D)	To develop access to literacy and numeracy	Provide staff training and access materials.	Termly	Staff have attended training from outside agencies and there are additional resources available in the classroom, e.g. overlays, coloured paper, specific pens, hand rests, standing desks.	Ongoing
1:1 (I)		Investigate and implement schemes for individual intervention.	LSP for all students to be	Following testing and information gathering specific programmes within the formal or informal pathway to be	Ongoing document updates with

1:1(J)		Promote reading and writing across the curriculum.	implemented by end July 2021 Ongoing	written up to allow for each staff member to be involved with a student to know their needs and specific interventions required. Training for staff to explain that Literacy is not an exclusive subject and should be addressed across the curriculum. Staff to assist in individual students' development by having the correct resources and knowledge of student needs to help them to progress. Students have been encouraged to read out loud and to follow phonics development. Their work is corrected in terms of spelling and hand writing development is supported in all subjects following the revised Assessment and Marking Policy. Whole School Literacy Policy implemented	regular testing scores and interventions added on pathways on PLP Ongoing June 2021 Revised Policy June 2022 June 2021 Revised June 2022
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				<p>Word of the Week introduced and Music of the week.</p> <p>Accelerated reading scheme introduced along with online/ PDF versions. Reading promoted across the curriculum. Pop up libraries available around whole school.</p>	<p>January 2022</p> <p>Increased numbers of available texts available for libraries including magazines and newspapers ongoing Badger Learners and Penguin Reading Scheme implemented for interventions by SENCO Summer 2022</p>
		To use literacy and numeracy in the community in real life situations.	Subject development May 2020	Outdoor lessons incorporated on all TT's to look at ways of using literacy and numeracy by visiting shops, community activities and generally	

				outside of the school environment. This has been done in class groups, small groups and 1:1 with emphasis on Post 16 for development of the adulthood pathway.	
			September 2022	Development of an outdoor reading area at main school site.	Ongoing
		Improve baseline assessment and central recording through Learning Support Plan.	Summer Term 2021	All LSP's for students are being revised so that before September staff will have a true picture of where a student is up to and the progress they have made. They will be able to identify gaps in learning and follow catch up plans which have already been completed. This is then fed into the AR and Catch up plan process.	Ongoing will continue and develop further in Autumn Term 2021
		Improve tracking, recording and reporting in a streamlined way which works better with the Schemes of Work, LSP, PLP and Assessment and Marking Policy.	September 2022	New EoT system and AR system to be introduced including Parents/ Carers evenings which will highlight progress and attitude to learning.	Ongoing
			September 2022	Full Year of recording progress in LSP and Pathway to be implemented for next Year in PLP	Ongoing
1:1 (L)	To discuss additional support with	Through the annual review process and assessment. Included within this the PEP	Ongoing	Discussions held regularly with the SENDO's from placing LEAs. Group Leads and Vocational Co-ordinator to	Ongoing

1:2 RECREATION, MOVEMENT, PERFORMANCES/ VISITS AUDIT/ REVIEW.

Disabled students will have access to activities in the interstices of the school day.

These areas are currently limited to Bubble groups.

A) Recreational periods are not indicated by a school bell but by staff referring to the start and end of supervised break times and school day. There are planned activities for break times, the use of ICT and therapeutic rooms. At Roselyn House School, there is an outside recreation area. At the RHISE Centre there is no outdoor recreational space but students are encouraged to go outside for supervised walks or activities in the community. This is built into individual programmes.

B) All subject specific classrooms and general classrooms are located on the ground floor at Roselyn House School. Currently the school is divided in half to accommodate two separate Groups as a result of consultation following on from the Covid 19 Pandemic. At present there are two disabled access points into the building. One at the front and one at the back. This means that each Group does have a disabled access. Staff will supervise and guide all students during movement around school.

There is an additional Music Room on site outside of the school premises. This has large sliding doors and is accessed by one step up.

The RHISE Centre is on the first floor of 26 Hastings Road which has a wide staircase for the entrance and a separate for the exit. All rooms in the back of the building run off one corridor.

C) Breakfast club (held first thing and/ or during morning break time) takes place in classrooms and any visiting performances take place in the recreation room to the rear of the school or the reception area at the front of school, which are accessible by all. (This is dependent on current Covid 19 Risk Assessment as to whether visitors are permitted).

ACTION PLAN

AREA 1: INCREASING THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE CURRICULUM.

1:2 RECREATION, MOVEMENT, PERFORMANCES/ VISITS:

1:2 (A)	To continue to improve activities dependent on needs of students	Purchase relevant resources suitable for cohort of students taking into consideration activities which can be accessed by all. These can include activities for both inside and out.	Ongoing usually purchased in Summer Term ready for Autumn cohort.	Use of various sports equipment for outdoors and therapeutic art equipment for indoors, which is inclusive for a wide range of needs. To continue to build on our student-centred approach regarding recreation time and activities. Within the building there is a library, a therapy room and a multi-use space in both groups situated in Group 1 by the main entrance and by the exit in Group 2. These spaces double up as recreation areas depending on student needs. To continue to use the space within the school to cater to all needs.	July 2021
				Provide Chill Out Zones at RHISE with bean bags, Consoles, Sensory equipment.	March 2022
			September 2022	Provide outdoor seating and buddy benches at main school site.	

			June 2022	Enhance on site PE equipment at main school site with an Outdoor Table Tennis Table and Basketball Net.	May 2022
		Liaise with play therapist for relevant activities.	September 2022	Maintain outdoor Therapy area	Ongoing
		Improve music room facilities.	Ongoing	Multiple work areas for students to access to study in when it's not being used as a music room. We currently have all the equipment to play and record music within the space. Student input is continuing, and the space has evolved into an outside classroom and media space also, with easy accessibility for all.	
				We have DJ equipment, guitars, drums, amps other equipment for media including games consoles, P. Cs and cameras in the space too.	June 2021
		Liaise with ICT technician for appropriate activities which can be used on computers/ phones.	Ongoing		June 2021
1:2 (A)	To develop additional play/ relaxation area.	It was investigated whether it would be beneficial to have an additional hard core play area but due to the nature of the current TT, the turning circle area	Ongoing	The TT at RHS has been divided into am and pm sessions where for each part of the day, one half of the Bubble spends their time in the outdoors. This is a protective	March 2020

		at the front of school is able to be used as cars can just be on the car park.		<p>measure in order to keep staff and students safer in the current pandemic. This has meant we now hire out outdoor facilities and complete lessons in the community. This applies to RHISE students where they are TT to take walks with staff and have relaxation zones. A get up and move system has been adopted across both sites to help motivate students and give them time away from their desks.</p> <p>A new music room has been purpose built in the school grounds.</p> <p>The grassed area to the side of the nurture classroom has also been opened up for play.</p> <p>Further development of outside area as described in detailed plan.</p>	
			September 2022	Obtain quotes for a Mugga style area in the far corner.	Ongoing
1:2 (B)	To provide access for all.	A portable ramp is used for access to Group 1 in the main school building since 2011. This is available when required to allow for access up one step.	June 2011	This was purchased in 2011 and has continued to be used.	June 2011

		<p>The same ramp is available for access into the music room. An additional ramp could be purchased.</p>	September 2021	Purchase second ramp.	September 2021
		<p>The stairways are wide enough in The RHISE Centre to facilitate disabled access, this is being investigated as to how this could be improved as the centre is then all on the first floor.</p>	December 2021	<p>Research access availability and if it is feasible. The music room could be utilised for RHISE students who may not be able to currently access The RHISE Centre and this built into their programme; along with access for meetings for Parents/ Carers.</p>	Ongoing

AREA 2: IMPROVING THE PHYSICAL ENVIRONMENT OF SCHOOL.

The aim of this section of the plan is to improve the physical environment of the school to increase the extent to which disabled students can take advantage of education. This covers all areas of the physical environment. It also covers physical aid to access equipment.

PHYSICAL ENVIRONMENT AUDIT/ REVIEW:

- A) Improvements to lighting at Roselyn House School have already been made with the installation of 5ft Florescent tubes to classrooms, 5ft anti-glare lights to the ICT room and flush ceiling fittings in recreation/ corridor areas. Regular checks on light bulbs are carried out and a stock maintained at school to enable those with visual impairments to see hazards. Lights have been changed to be compliant dependent on area of school following guidance from Disability Officer.
- B) At The RHISE Centre there are florescent tubes in one half and LED lighting in the other half.
- C) The school has been decorated looking at the use of contrasting colours to facilitate the movements of visually impaired students and those with learning difficulties around the school. Classroom decor has taken into consideration colour schemes which are calming for students with challenging behaviour. Planned decoration takes place each Summer break.
- D) Teaching areas are arranged for optimum acoustics and mobility and classroom space is organised to be suitable for those students on the autistic spectrum.
- E) Students currently have their own individual desks in Bubbles as per Covid 19 risk assessment.
- F) Short pile/ cord carpets or lino are fitted to all areas of the school.
- G) Signs which are installed in school are colour contrasted and use agreed symbols for those who cannot access print. Fire devices are fitted with both visual and auditory warning signals.
- H) There is white edging on all outside steps.
- I) At Roselyn House School there are 3 toilets on the ground floor and 1 toilet to the first floor. There are bathroom facilities incorporated into 2 of these with an additional shower cubicle. There are 2 toilets on the ground floor of The RHISE Centre and 2 on the first floor which each have washing facilities contained within. All our toilets are gender neutral.
- J) There is a grassed recreation area at Roselyn House School and a turning circle which when clear of cars can be used for activities. The RHISE Centre has no outside space apart from staff parking facilities. Students have walking and community activities built into their timetable. Additional offsite facilities are used for recreation and sport.
- K) There is a ramped access to the rear of the property, a levelled access to the side and a portable ramp for the main front entrance of Roselyn House School. The RHISE Centre is predominantly on the first-floor apart form toilets and a small kitchen area.

- L) To the front of Roselyn House School, the door is a push open with a button release for internal double doors. There is an intercom system. There is an intercom system for access at The RHISE Centre.
- M) Notice boards and whiteboards have been fitted to suitable heights.
- N) Accessibility is considered when purchasing computer hardware and software, PE equipment, library resources etc.
- O) Disabled parents/ carers get full access to all school events and have access to meeting rooms.

ACTION PLAN

AREA 2: IMPROVING THE PHYSICAL ENVIRONMENT OF SCHOOL

2 (A)	Monitor lighting needs for ASD students	Establish needs of students who prefer low lighting and assess classrooms/ areas that could facilitate this.	December 2021	Low level lighting available in some of the rooms at RHISE. Lighting can be switched off where appropriate and consensual if other students present.	Ongoing
2: (D)	Monitor acoustics and room organisation.	Once students are admitted, carry out a review of acoustics and individual need will determine further furniture. Room organisation.	Ongoing	<p>This will be led by needs of the students but currently soft furnishings are not allowed due to covid risk assessment and also doors need to remain open.</p> <p>The music room has specifically designed acoustics with noise cancelling for the outside.</p> <p>Ear defenders are available for students but these should be purchased for individual students rather than leant out. A needs assessment will need to be reviewed for September.</p>	<p>June 2021</p> <p>September 2020</p> <p>Ongoing September 2021</p>
			September 2022	Newly refurbished rooms at the front of school- Previous Art and English.	Ongoing
			September 2022	Newly refurbished rooms at the back of the school. Quiet room, IT hub, Correll room and Science room.	Ongoing

2 (F)	Review of flooring	Once students are admitted, determine effectiveness and individual need. Maintain upkeep.	Ongoing	New carpets have been fitted in most rooms and corridors at RHISE and RHS 2019.	July 2019
2 (G)	Review signage	Identify specific needs of students and use pictorial communication for those students who are non verbal	December 2021	Identify needs of students for non verbal communication and introduce pictorial signs	December 2021
2 (O)	Review of disabled parking facilities	Ensure that disabled parking bays are identifiable to others and left clear where appropriate at RHS and RHISE.	July 2022	Disabled parking available at the front of school and outside The RHISE Centre. This is currently not marked.	Ongoing

AREA 3: ACCESS TO INFORMATION AUDIT/ REVIEW.

- A) Disabled students/ staff/ parents/ carers/ visitors should have access to all information, e.g. handouts, timetables, worksheets, notices and information about school events in their preferred format, e.g. Braille, audiotape, video tape, large print, through sign language, symbol systems, through ICT or providing information orally when required.
- B) Access to information is improved for particular students by specific approaches, for example, simplified language, picture/ symbol system, visual representations, careful prior explanation, use of closed rather than open ended tasks and use of ICT.
- C) Information has been introduced electronically so it can be made available in different typeface/ font sizes and on disc.
- D) All information is available on the Roselyn House School/ RHISE website.

ACTION PLAN

AREA 3: ACCESS TO INFORMATION

3 (A)	To audit information which is produced	Check in relation to reading age and use of jargon	Ongoing	All information is checked over and proofed taking into account accessibility.	Ongoing
3 (B)	To make available relevant courses for staff	Find out about courses in varying forms of communication. Set up links with the RNIB and RNID.	Ongoing	There is currently a member of staff going through a SENCO qualification. We have qualified staff in Hearing Impairment, Autism, SEND etc. Staff INSET has looked at disability and SEND. Specific training is undertaken for specific disability needs when they occur.	Completed Spring 2022 Ongoing
3 (C)	To offer different formats of information	Add to school prospectus stating additional format are available on request. Home visits available to explain paperwork to Parents	School opening Ongoing	Prospectus has stated that information is available upon request and has done so since 2006. Home visits and liaison with Parents/ Carers is regular part of school life and any information/ paperwork is explained.	September 2006. Update Summer 2022 Ongoing

				Form filling is also supported.	
3 (D)	To develop school website	Incorporate all documentation.	September 2019	Website is regularly updated and was reviewed in September 2019. Website will again be reviewed in September 2021. All information is also contained on the RHISE website	Ongoing

CONCLUSION

Access issues are an important aspect of work on inclusion and will be regularly reviewed as part of Roselyn House School/ The RHISE Service improvement planning process. We believe a school designed for access and inclusion benefits all.

This is a 3 year plan.

Reviewed June 2021

Update June 2022

Due for review June 2024

S.Damerall