

ROWAN GATE PRIMARY SCHOOL



ACCESSIBILITY PLAN

The Single Equality Scheme requires an Accessibility Plan as a stand-alone document.

This is a statement of present provision within the three required areas:

1. Increased access to curriculum for disabled pupils
2. Physical Environment
3. Written Information

1. Increased access to curriculum for disabled pupils

The curriculum has been designed to provide a number of pathways which allow us to provide access to an appropriate individual curriculum to meet pupils changing needs.

CURRICULUM OVERVIEW

[CURRICULUM OVERVIEW 2022.docx](#)

At Rowan Gate we have a variety of curriculum routes for our children in order that all abilities and needs are accommodated:

1. EYFS (Early Years Foundation Stage): children follow a **thematic curriculum** through which they access the 7 key areas of learning.
2. KS1 (Key Stage 1): children follow a **semi-formal thematic curriculum**, with English and Maths introduced as discrete subjects.

3. KS2 (Key Stage 2): children follow a **semi-formal thematic curriculum**, with English, Maths and Science taught as discrete subjects.
4. UKS2 (Upper Key Stage 2): some children follow a **formal curriculum** in which all subjects are taught discretely.
5. KS2 Pre-formal Curriculum: children follow a **pre-formal thematic curriculum**; the child is at the centre of this curriculum determined by their specific and individual needs.

All classes access Key Skills sessions, linked to their EHCP Outcomes, weekly well-being and structured play sessions.

Training is provided for staff on conditions and methodologies, which allows increased understanding of the needs of our students. This is reflected in teaching and planning. Students with specific learning difficulties, physical and communication needs are supported through advice and /or intervention programmes (for example from therapists including SALT, ToD, Thrive, AAC devices Physiotherapy, Occupational Therapy, Music Therapy, Play Therapy and Sunshine Circles, Lego Therapy and Drawing & Talking)

Students with complex needs including mental health issues are identified, discussed and supported through Pupil Progress/SLT/LMT meetings. Those with mental health issues may be referred to CAMHS (Children and Adolescent Mental Health Service) or are given access to an appropriate therapy provided internally- Drawing & Talking or Play Therapy.

The school uses a total communication approach including the use of Objects of Reference, BSL signing, Communicate in Print symbols, high and low-tech communication aids and speech to support access to the curriculum. Communication boards are available through the school and grounds. Some pupils use communication flip books and communication iPads.

Staff are also trained in manual handling and some are further first aid and hygiene and infection control trained.

Specialist training: In order to reflect the specific needs of our complex cohort, staff have access to specialist training that will enable all children to access learning. In some circumstances this training will be in respect of an individual with a low-incidence condition. Where specialist methodologies are required in order for whole classes or groups to access learning this training will be provided for staff working with those groups.

2. Physical Environment

At Rowan Gate Primary School, we currently have 3 sites; the interiors of RGW and RGT are on the ground level, with no steps or stairs, at RGE pupil access is on the ground level, with some office space located upstairs.

All doors are at regulated width for wheelchair access. There are disabled toilets (pupils and adult) and showering facilities within school. Mobile and static hoists are available in each area of the school. The school pool is accessible via steps or hoist. Changing rooms have hoists and changing beds and there is also a shower bed. School labelling is presented through words, symbols and individual classrooms have a wooden fruit attached to the wall outside.

A formal plan to further improve environmental access is reviewed regularly by Governors and Senior Leaders.

3. Written Information

There are interactive white boards in all rooms offering a variety of tools to support understanding. All teachers use Communicate in Print to support communication.

We actively promote and use a range of strategies and tools to support our pupils to communicate effectively. To support writing skills, this includes using resources such as CIP symbols, colourful semantics, objects of reference, TOBIS, PECS, communication books; special keyboards, AAC apps on iPads, communication devices and clicker 8. The tools are used in a combination to reinforce each other and strengthen meaning for a child.

Staff have received training for BSL Signing, Intensive Interaction, PECS, Communication in Print, Colourful Semantics and Clicker 8.

Pupils have a communication passport and a One Page Profile, written in conjunction with home, which is available to appropriate others who work with the pupil. The school uses coloured paper to support access for both pupils and adults with dyslexia. Those with a visual difficulty may have work enlarged.