



Rossmere Academy

ENRICHING EDUCATION

Accessibility Plan

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Adopted by Governing Body:	
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Lead	Headteacher

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Rossmere Academy is inclusive of all children or adults with a disability. We aim to involve everyone, no matter what their difficulties may be, in all areas of school life.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, pupils and parents.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>A member of staff trained as Medications Officer to ensure all children with a medical condition that requires medication are able to attend school regularly.</p>	Currently all disabilities are catered for in our current good practice. Should a child arrive at the school with a disability we are not experienced at dealing with, action would be taken immediately to ensure their needs were fully catered for	As appropriate	Headteacher SENDCo Medications Officer	As soon as possible after the child visits the school	
Improve and maintain access to	The environment is adapted to the needs of pupils as required.	Should a child (or adult) join the school in a	Furniture and layout to be	Headteacher	As soon as possible after	

the physical environment	<p>This includes:</p> <ul style="list-style-type: none"> • Ramp to one corridor where there were steps previously • Lift to the first floor • Corridor width is acceptable for wheelchair use • Disabled parking bays • Disabled toilets • Good lighting in all classrooms. • Suspended ceiling to improve acoustics in halls and classrooms • Carpets to all classrooms and corridor to cut down on noise interference • Blinds at all windows to cut down on glare from sunlight if needed • Alterations to main entrance for disabled access 	wheelchair and need access to the Year 3/4 corridor, furniture would need to be moved to allow easier access due to the narrowness of the corridor.	thought out carefully	SENDCo	we are aware of the need.	
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 					

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report
- Supporting pupils with medical conditions policy