



**Rossmere  
Academy**  
ENRICHING EDUCATION

## Accessibility Plan

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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 pupils with a disability can participate in the curriculum
- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with a disability

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.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<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> <p>All staff are trained in adapting teaching to the needs of all children – task design reflects this.</p>	<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</p>	<p>As appropriate</p>	<p>Headteacher SENDCo Medications Officer</p>	<p>As soon as possible after the child visits the school or we become aware of a need</p>	

	<p>Use of ipad/laptop so children don't have to copy off the board or can type their work if handwriting is an issue</p> <p>Adaptations to planning for PE to be fully inclusive of children with physical disabilities</p> <p>Future Steps occupational therapy programmes for all children who struggle with motor skills or self regulation (including Earth Handwriting Programme)</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramp to one corridor where there were steps previously</li> <li>• Lift to the first floor</li> <li>• Corridor width is acceptable for wheelchair use</li> <li>• Accessible parking bay</li> <li>• Accessible toilets</li> <li>• Accessible shower room</li> <li>• Good lighting in all classrooms.</li> <li>• Suspended ceiling to improve acoustics in halls and classrooms</li> <li>• Carpets to all classrooms and corridor to cut down on noise interference</li> </ul>	<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</p>	<p>Furniture and layout to be thought out carefully</p>	<p>Headteacher SENDCo</p>	<p>As soon as possible after we are aware of the need.</p>	

	<ul style="list-style-type: none"> <li>• Blinds at all windows to cut down on glare from sunlight if needed</li> <li>• Alterations to main entrance for disabled access</li> <li>• Minimising additional furniture to make sure children with mobility difficulties can easily access all areas.</li> <li>• Provide classroom adaptations for children who struggle to self-regulate, sit still or have motor skill difficulties or sensory needs – wobble stools, resistance bands, theraputty, chew buddies, weighted blankets and lap buddies</li> </ul>					
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"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Makaton is used for children who can't communicate verbally – this is taught to children and parents by staff.</li> <li>• Picture Exchange (PECS) is used to encourage children who are not yet using words to</li> </ul>	For all children to be able to communicate with staff, their friends and their families.	Training for all staff as appropriate	Headteacher SENDCo	In place before a child starts the school	

	make choices.					
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## **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