



# Accessibility Plan

2025-2028

Reviewed by Martin Lucas, SENDCO and Amanda Parker, Head Teacher  
January 2025

Rosemary Works School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

## Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

## Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability (SEND) Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

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

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

## How the plan is constructed

The School's Headteacher and SENDCo, along with additional members whose expertise in any field would be of assistance, work together to review provision for disabled pupils. Their role is to:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

They have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

## How the plan is reviewed and monitored

The School's Head Teacher and SENDCo meet biannually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for the meeting of the Board of Directors. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is a formal review of the implementation of the plan of the Board of Directors. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's Board of Directors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

## Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Headteacher. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

## Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies: SEND Policy

- Admissions Policy
- Behaviour Management Policy
- Health and Safety Policy
- Curriculum Policy

## Improving access to the physical environment

Examples of current good practice:

- Portable ramp available to allow access for disabled visitors to visit ground floor areas of school (stored in cupboard next to front door)
- Ground floor classroom available for use should it be required for a disabled or injured child
- Lighting sufficient throughout the school building
- Fire risk assessment considers needs of disabled pupils

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	To ensure that all disabled pupils can be safely evacuated in an emergency	Put in place Personal Emergency Evacuation Plans (PEEPs) for all pupils with mobility difficulties	As required in the short or long term (due to injury or disability)	SENDCo, class teachers	PEEPS in file  Disabled pupils evacuated safely during fire drills
Medium Term	Improve accessible toilet access	Install handrails in downstairs accessible toilet  Install handrail in larger children's toilet	July 2026	School caretaker	Handrails in accessible toilets
Long Term	Consider accessibility in any future building development plans	Use of wheelchair and mobility aid friendly flooring,	Prior to embarking on building or	Directors Head Teacher	Plans for developments include

		e.g. low pile carpets or smooth floor  Installation of permanent ramps in place of steps from outdoor to indoors  Consider adding visual alerts when upgrading fire alarm systems	renovation plans		reference to accessibility  Improved access after renovation or development  Improved access during emergency evacuation
--	--	---	------------------	--	--

## Improving access to the curriculum

Examples of current good practice:

- Differentiation and adaptive teaching in place so children can access lessons
- Use of assistive technology, e.g. voice typing for dyslexic pupils
- Systems in place to facilitate taking of medication to support learning (e.g. for ADHD)
- Pupil Passports (Individual Education Plans) in place for children with SEND
- Training completed for specific needs, e.g. child with hearing impairment
- External specialists invited into school where needed (e.g. Speech and Language Therapists)
- 1:1 and small group interventions in place to support children to meet individual targets
- Movement breaks
- Dyslexia friendly books available
- Specific resources to support children's attention and learning, e.g. wobble cushions, fidget toys, ear defenders etc.
- Curriculum progress tracked for all pupils
- Curriculum resources include examples of people with disabilities

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Audit of the curriculum to check for accessibility for those with SEND	SENDCo to audit curriculum with class teachers to ensure equitable accessibility for SEND pupils	Summer 2025 and termly going forward as part of a rolling programme	SENDCo	All pupils can access curriculum successfully
Medium Term	To use ICT effectively to support children with SEND	Support children to develop touch-typing skills so as to use typing as	Spring 2025 Touch Typing resource to be ordered	SENDCo IT Technician	Children will SEND will be better able to access written

		<p>their normal way of working</p> <p>Purchase of supportive software</p> <p>Ensure staff are fully trained in the use of supportive software</p>	<p>Summer 2025 staff trained in use of touch typing programme across KS1/KS2 and weekly sessions planned and delivered in class</p>		<p>tasks through typing</p> <p>Software will support pupils in lessons and interventions</p> <p>All pupils will develop touch typing skills</p>
Long Term	To ensure teachers and support staff are confident in supporting children with a range of needs	Individual and whole staff training on differing needs of children	1-1 surgeries for staff timetabled for Summer Term and going forward from Autumn Term 2025	SENDCo	<p>Staff feel confident working with and supporting pupils</p> <p>SEND pupils make broadly the same progress as non SEND pupils across the curriculum</p>

## Improving access to information

Examples of current good practice:

- Visuals used in classroom, e.g. visual timetable, images on worksheets and lesson screens
- Staff trained on use of hearing aids for hearing impaired child
- Use of hearing aids and Bluetooth technology to connect these to chromebooks
- Emergency signage includes visual images

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	To improve access to information for the hearing impaired	<p>Use radio microphone to improve access for hearing impaired child(ren)</p> <p>Teacher training</p>	<p>Ongoing as needed</p> <p>SENDCo to liaise with Hearing Impairment Team</p>	<p>SENDCo</p> <p>External specialist teacher for the hearing impaired</p>	Pupils with hearing impairments can access full curriculum successfully alongside their peers

		Purchase of and training in use of radio microphone			
Medium Term	To improve access to information for the visually impaired	Large print resources and signage  Audio books and headphones	Ongoing as needed  (Currently no pupils with visual impairment)	Head of Admin  SENDCo  Teachers	All members of school community are able to access visual communication
Long Term	Develop and accessible school website	Ensure the school website meets Web Content Accessibility Guidelines (WCAG) standards, including text-to-speech functionality, high contrast mode, and screen-reader-friendly formats.	Within 3 years	Directors  Head of IT	Website is accessible to a wider range of people