

Rose Hill **Primary School** Accessibility Plan

Approved: March 2026

Approved by: Local Advisory Board

Next Review: March 2027

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

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.

“Rose Hill Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We seek to foster a warm, welcoming and respectful environment, which allows us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

Our commitment to equality encompasses our whole school community– pupils/students, staff, governors, parents/carers, visitors and partner agencies, and includes companies and organisations that we commission to provide services on our behalf.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We are committed to the development of cohesive communities within our school’s physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children’s educational and well-being outcomes.” – Rose Hill Primary School Equality Policy

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, the complaints procedure sets out the process for raising these concerns.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a scaffolded curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Assess, Plan, Do, Review documentation is set up for each pupil with additional needs to generate individualised targets to help pupils reach their full potential • One Page Profiles for all vulnerable pupils are created with the children in order for pupil voice to be identifiable when creating targets. • The curriculum is reviewed to make sure it meets the needs of all pupils • School policies consider accessibility to the school environment and its curriculum	Short term: Pupils academic needs are met and pupils can access the curriculum. Medium term: Pupils make accelerated progress against their targets. Long term: Pupils are able to acquire the skills and knowledge to help them live a happy, safe life.	• APDR, OPP and provision maps are to be monitored within monitoring cycle.	Inclusion team and Phase leaders	termly	Provision in place allows pupils to meet their targets and make accelerate progress.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Winch in accessible toilet • Safer handling training for designated staff • Disabled parking bays • Disabled toilets and changing facilities • Evac chairs with refuge point alarms • Evac chair training for designated staff • Library shelves at wheelchair-accessible height • Adequate lighting in and around school environment • Risk assessments carried out before pupils / staff with accessibility issues return to school environment	Short term: Pupils are safe within school and can attend school for the fullest amount of time, being able to access toilets, playgrounds and classrooms. Pupils are able to be evacuated safely during an emergency on school site. Medium term: Pupils / staff are able to access all areas of the school. School are aware of any access issues and can address needs in a timely manner. Long term: All members of the school community are able to access the school site safely and their progress is not hindered by the physical environment of the school	• Library Shelves partially accessible for wheelchair user. Inclusion team to explore ways to make shelves more accessible • Site manager to maintain lighting across the school	SENDCO Site Manager	SEPT 24 Weekly	All library books will be accessible for all pupils All lighting is maintained and any new bulbs are replaced as soon as possible.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Large print resources • Buff coloured slides • Buff coloured paper where appropriate • Size 32 font minimum on slides • Size 32 font on work sheets for pupils with visual impairments • Pictorial or symbolic representations using widgets online • Vocabulary sheets all created using widgets • Key learning objectives can be represented using widgets • Development of pictorial lunch menu with photos of lunches • Continuation of staff training to raise awareness of needs of pupils across the school	Short term: Pupils are able to access information presented to them around the school environment Medium term: Pupils will be able to independently access information around the school without need for adult support Long term: Pupils are able to share information and navigate school life without being hindered in their obtaining of information	• EAL lead to work with kitchen on producing photos of school lunches • Monitoring of resources in key classrooms for font sizes • Inclusion team CPD for all staff	EAL Lead Subject leads and SENDCO EAL lead and SENDCO	Each half term All monitoring Termly in line with CPD schedule	Menus fully visually created and distributed

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board, inclusion team and Principal.

It will be approved by the governing board.

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
- SEND policy
- Behaviour for Learning Policy