

ROSEWOOD SCHOOL

Accessibility Plan 2023-2024



Staff Responsible

Mr D. Kirk

Policy Date –

September 2023

Review Date –

September 2024

Rosewood Accessibility Plan

Members of staff responsible	-	Mr D Kirk Mr B Whittall Mrs G Hand
Date of Policy	-	September 2023
Review Date	-	September 2024

Aim

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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students
- To ensure access to the curriculum for all students Our school aims to treat all its stakeholders fairly and with respect, taking reasonable steps to avoid putting anyone at a substantial disadvantage. This involves providing access and opportunities for all students without discrimination of any kind.

Definition of Special Education Needs

A child or young person has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. All Pupils at Rosewood School have an EHCP so are considered to have Special Educational Needs.

A child or young person has a learning difficulty if they have significantly greater difficulty in learning than the majority of children and young people of the same age.

Many, although not all, disabled children will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

Children or young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Key Objectives

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

The school will continue to seek and follow the advice of services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Health professionals are required to submit annual reports in accordance with the annual review processing. These reports may present recommendations for example the introduction of the sound field for reluctant hearing aid wearers. The appointment of a specialist teacher in vocational studies supports the school's ethos of promoting learning in a range of ways.

Accessibility Action Plan

Action Point	Who	By
Increase access to the curriculum for students with a disability – Differentiation.	SENCO All Staff	Ongoing
Increase access to the curriculum for students with a disability – Resources.	SENCO All staff	Ongoing
Increase access to the curriculum for students with a disability – Extra-curricular and offsite.	SENCO All staff	Ongoing
Monitor accessibility of ICT for all pupils allowing for specific needs if appropriate	AC All Staff	Ongoing
PE accessible to all, including swimming	JF/CP	Ongoing
Outdoor Education accessible to all	JF/CP All staff	Ongoing
Seating arrangements for children with difficulties	All Staff	Ongoing

seeing the board, enlarged print where required.		
Review in light of other Policies e.g. Behaviour, Anti Bullying, Educational Visits to ensure no discriminatory behaviours are occurring	DK/BW/GH	Summer 2024
PSHE curriculum reviewed and updated Disability awareness included	All staff	Ongoing
Fire Alarm exits all to be accessible to all regardless of mobility	DE All staff	Ongoing
Be aware of any pupils' physical issues	GH to update staff of any changes/ All staff	Ongoing

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 school governors and headteacher.

Links with other policies

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

- Disability and Equality Policy
- Health and Safety Policy
- SEND policy