

Rosemellin School Accessibility Plan 2024-2028

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

Principles

Compliance with the Equality Act 2010 is consistent with Rosemellin aims and equal opportunities policy, and the operation of Rosemellin's SEND policy.

Rosemellin School recognises its duty to:

- *not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- *liaise with parents and carers to discuss the most suitable support for their child
- *not treat disabled pupils less favourably
- *take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- *publish an Accessibility Plan.

Rosemellin Primary recognises and values parents' and carer's knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents', carer's and child's right to confidentiality.

Rosemellin 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 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.

Activity

a) Education & related activities

Rosemellin will continue to seek and follow the advice of services such as Educational Psychologists and Specialist Provisions and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Rosemellin will take account of the needs of pupils and visitors when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to discuss individual needs with all pupils and parents on entry to the school, completing a risk assessment in relation to the school environment and drawing up an individual access plan where appropriate. We are continually reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

c) Provision of information

Rosemellin will make itself aware of local services for providing information in alternative formats when required or requested. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

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

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.

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

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School development plan
- Building and site development plan
- SEN policy and local offer
- Equal Opportunities policy
- Curriculum policies.





ACTION PLAN				
Priority Target	Actions	Timescale	Cost/ Budget	Responsibility
Increasing the extent to which pupils can participate in the school curriculum	<ul style="list-style-type: none"> • Staff aware of pupils' individual needs through the use of CROFTY identification process, APDR and individual support plans which may take the form of but not limited to STAR Plans, Behaviour/Care Support Plans, ABC forms etc • Ensure relevant pupils can access the curriculum by employing and using trained staff. Where staff have not yet received training, ensure relevant training is provided at the earliest opportunity • Effective use of equipment to promote learning where appropriate • Curriculum Planning ensures provision for all pupils • Lessons address a variety of learning styles and are adapted appropriately • Monitoring of pupils to ensure significant progress is made • To the best of our ability, school visits, residentials and extra curriculum clubs are accessible to pupils, with alternatives offered where applicable, as discussed with parents/carers 	<p>On entry As required</p> <p>Ongoing Weekly/Termly/Annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>As required</p> <p>Ongoing</p> <p>As necessary</p> <p>Ongoing/as necessary</p>	<p>Staff time/ School Budget</p> <p>PP budget (where applicable)</p> <p>PE funding</p>	All staff.



	<ul style="list-style-type: none"> • Ensure that all staff planning off-site trips are aware of the Equality Act requirements • Staff are responsible for writing risk assessments for day trips and residential trips where needed. Individual risk assessments completed where appropriate. • Inclusive PE equipment to be used regularly to ensure all children can participate in sessions • EYFS inclusion fund to be applied for where possible to ensure we can access resources for individual children to help meet their needs. 	<p>Minimum 2 weeks before</p> <p>Ongoing</p> <p>Late Autumn/Early spring term</p>		
<p>Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;</p>	<ul style="list-style-type: none"> • Regular autism friendly/sensory classroom audits help inform the SENCO/SLT/ about changes needed. • Staff are given the opportunity to raise Health and Safety concerns weekly during staff meetings. • Meetings with parents of children with SEND address key factors such as environment and changes are made accordingly where possible. 	<p>Annually</p> <p>Weekly</p> <p>As needed</p>		<p>All staff</p>
<p>To meet regularly with parents to ensure needs are being met.</p>	<ul style="list-style-type: none"> • Termly SEN review meetings for all children on School Support or with an EHCP. Targets are evaluated and SENCO ensures all needs are being met, including physical needs. • EHCP applications are written in a timely fashion, in liaison with parents and pupils (where applicable) • Referrals to outside agencies are completed with parents and recorded on the child’s chronology – CPOMS and Edukey. 	<p>Termly</p> <p>As per APDR and county guidelines</p> <p>As required</p>	<p>Staff time/ Trained SENCO</p>	



	<ul style="list-style-type: none"> • Annual reviews held yearly with both parents and external agencies for children who have an EHCP. • Suggested support and strategies from external agencies is always followed up in school and fed to class teachers and TAs i.e. EP, speech therapist targets, OT targets, physiotherapy. Reports and recommendations shared with all stakeholders and to inform STAR Plans where necessary. 	<p>As set out in yearly timetable</p> <p>As required</p>		
<p>To improve communication for non-verbal children</p>	<ul style="list-style-type: none"> • Individualised visual timetables using objects of reference and/or pictures • To train staff in the use of Makaton or BSL to support individuals • Relevant training for staff and advice from the speech and language therapists • Use of WIDGET software to be used school wide, ensuring clear visual messages 	<p>As required</p> <p>As necessary</p> <p>Half termly during SALT visits and by email where required</p> <p>Ongoing</p>		
<p>To improve communication for children with communication needs</p>	<ul style="list-style-type: none"> • Visual timetables in place in each classroom, although these may look different from year group to year group as the children get older. • Individual visual timetables available for children who need to know what is happening throughout the day to help reduce anxiety. 	<p>Ongoing for all</p> <p>Ongoing</p>	<p>In school resources</p>	



	<ul style="list-style-type: none"> • Social stories are used regularly to help children understand key events/difficulties. • Use of Now and Next boards for individual children. • Traffic light symbols or similar to be used where necessary, but for all members of staff to wear them as part of our communication package. • Speech and language needs specialist works alongside groups of children and individuals every week. TA's deliver interventions in class. Annual reviews to take place with CROFTY SALT Lead. • Widget symbols used, school-wide. • Regular targeted training of key staff 	<p>At the point of need</p> <p>As necessary</p> <p>Ongoing – everyday adaptation</p> <p>Daily/weekly/annually</p> <p>Ongoing – everyday adaptation</p> <p>Ongoing</p>		
<p>To improve access to learning for children with sensory needs</p>	<ul style="list-style-type: none"> • Sensory breaks/space breaks to be planned in for children as required • Referrals to OT made for children as and when required • Sensory Circuits offered to all children who show sensory and coordination difficulties (at least 3 times a week) 	<p>As required</p> <p>Update groups termly</p> <p>Ongoing – as required</p> <p>To begin in January 2025</p>	<p>Staff time</p>	<p>SENCO</p> <p>Class Teachers</p> <p>TAs</p> <p>SLT</p>



	<ul style="list-style-type: none"> • SIAG project to inform schools sensory provision, following sensory and environmental audits. • Apply for the Early Inclusion Grant as and when required to ensure we can purchase equipment to help meet individual need. 	<p>Autumn and Spring Term</p> <p>Spring Term 2025</p>	<p>Inclusion grant</p>	
<p>To ensure all support for children with additional needs or disability is current good practise</p>	<ul style="list-style-type: none"> • SENCO and all staff to access relevant training and disseminate up to date information and good practise to all. • SEND to be featured on every staff meeting agenda • Regular CPD and training opportunities to be provided to all staff • Learning Walks to be undertaken termly, with a member of SLT and/or Phase lead • To work with outside agencies Special Partnership Trust and ASD Team (SIAG and PINS Project) to inform best practise. 	<p>When needed</p> <p>Weekly</p> <p>As needed</p> <p>Termly</p> <p>Ongoing</p>	<p>CPD /SEN funding</p>	<p>All Staff</p>