Accessibility Plan

Roselyn House School

2025 – 2028

1. **Aims**

This plan complies with the Disability Discrimination Act 1995, SENDA 2001, and Equality Act 2010.

- Increase curriculum access for pupils with disabilities.
- Enhance the school's physical environment for better accessibility.
- Improve availability of accessible information for 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.

Our Vision

At Roselyn House School, we envision a future where every young person is empowered to thrive emotionally, socially and academically.

We strive to create a nurturing, inclusive and forward-thinking environment that unlocks potential, fosters independence, and equips students with the skills and confidence needed for lifelong success and wellbeing.

Our Mission

To move forward together, supporting each young person through a nurturing, therapeutic approach that meets individual needs.

We are dedicated to creating a positive and engaging learning environment where students feel safe, respected and inspired.

Through personalised education, accredited qualifications and real-world experiences, we help young people develop the confidence, independence and skills they need to succeed in life beyond school.

Our Values
RESPECT
Valuing ourselves, others and our environment.
EFFORT
Giving our best and embracing challenges
KINDNESS
Showing care, empathy and compassion
INCLUSION
Ensuring everyone feels welcome and valued
INDEPENDENCE
Developing skills to thrive in all walks of life

The plan sets out the proposals of Roselyn House School to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled

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.

2. **Legislation and guidance**

This document meets the requirements of <u>schedule 10 of the Equality Act 2010</u> and the Department for Education (DfE) <u>guidance for schools on the Equality Act 2010</u>.

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 <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, '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

3. **Action Plan**

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

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	- Differentiated curriculum for all pupils - 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 - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to make sure it meets the needs of all pupils - All students have access to school laptops - Teachers provide learning materials in accessible formats to meet pupils' needs.	Introduce a school-wide policy that all electronic resources are formatted to meet accessibility standards. Pupils have access to assistive technology, and staff are trained to support its use. Keep assistive equipment up to date and review its use regularly. Provide targeted support to help pupils overcome learning barriers. Provide ongoing CPD so staff can adapt teaching to meet pupils' needs. Gather pupil and parent feedback to improve curriculum accessibility.	Audit teaching resources for accessibility gaps. Create and share staff guidelines for accessible resources. Ensure all new resources meet accessibility standards. Keep an inventory of assistive technology. Train staff to support pupils using assistive tools. Allocate devices to pupils and set them up properly. Conduct termly checks on all equipment.	SLT	Ongoing	

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	- Teachers provide small-group or 1:1 support for pupils who require it, tailored to their Education, Health and Care Plans (EHCPs). - All pupils have equal opportunities to participate in extracurricular clubs, trips and enrichment activities - Offer accessibility considerations into the planning of all curriculum-related events (performances, sports, workshops) - Staff regularly review pupil progress data to identify where barriers remain and adjust teaching strategies accordingly					

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: - Use of ramps. - Increased car park - Ground floor classrooms - Automatic gates - Classrooms, staff rooms, and common areas are arranged to allow easy movement for all pupils and staff - Evacuation routes are clearly marked and accessible - Regular audits and risk assessments ensure that physical access is safe and maintained - Any obstacles, broken equipment, or hazards are promptly addressed - Playgrounds, sports areas, and outdoor learning spaces are accessible to all pupils - Accessibility plans are reviewed frequently to maintain high standards	Adjustable desks, chairs, and IT equipment are available for pupils who need them Install additional ramps, handrails, or automatic doors in previously less accessible areas of the school Ensure all paths and corridors are wide enough for wheelchairs and mobility aids Introduce contrasting floor and wall markings to highlight steps or hazards Add more clear signage with pictograms and Braille where appropriate	Audit and provide adjustable desks, chairs, and IT equipment. Train staff and pupils in using adjustable equipment. Identify and install ramps, handrails, or automatic doors. Regularly inspect and maintain all access installations. Remove obstacles and widen paths and corridors where needed. Apply high-contrast floor and wall markings to highlight hazards. Audit, install, and maintain clear signage with pictograms and Braille.	SLT	Ongoing	

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: - Internal signage - Large print resources - Induction loops - Pictorial or symbolic representations - All teaching materials (worksheets, presentations, homework tasks) are provided in accessible formats such as large print, simplified language, or digital copies compatible with screen readers - Staff share strategies for inclusive communication through peer mentoring and staff meetings - Visual and written instructions are provided alongside verbal explanations - Important notices and information are displayed in accessible formats around the school - We review accessibility measures regularly to ensure continuous improvement	Pupils have access to devices such as speech-to-text software, reading pens, and tablets to support their learning Staff are trained to help pupils use these tools effectively Add more clear signage with pictograms and Braille where appropriate Implement text-to-speech and other accessibility software are available to support pupils with visual or reading difficulties Ascertain parent feedback on how information is delivered	Maintain and allocate devices such as speech-to-text software, reading pens, and tablets. Provide staff training and ongoing support for using assistive technology. Audit, install, and maintain clear signage with pictograms and Braille. Ensure text-to-speech and other accessibility software are available and used effectively. Gather parent feedback on information delivery and implement improvements.	SLT	Ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To provide opportunities for continuing professional development	Our school CPD offer is vast and is constantly adapted to ensure new practices and relevant courses are available for staff. - Role specific CPD identified and accessed - Annual training sessions for all teaching and support staff on inclusive classroom strategies, with a focus on supporting students with a range of additional needs - Weekly/termly workshops that focus on adapting curriculum materials and teaching approaches to meet the needs of students - Staff routinely differentiate lesson planning techniques, supported through peer mentoring and ongoing CPD modules	Ensure staff can confidently use assistive technologies (e.g., screen readers, voice-to-text software) by the end of 2027. Partner with local authorities, charities, and specialist agencies to provide CPD workshops on accessibility topics (e.g., autism-friendly teaching, creating sensory-friendly environments). Establish an annual CPD calendar that includes at least two external expert-led sessions on accessibility Introduce reflective CPD logs for staff to track their professional development in accessibility. Evaluate the effectiveness of training annually through staff surveys and adjust CPD provision accordingly.	Deliver hands-on training on assistive technologies and provide refresher sessions. Partner with local authorities, charities, and specialist agencies for accessibility workshops. Plan and publish an annual CPD calendar with at least two external expert-led sessions. Introduce reflective CPD logs for staff to track professional development. Conduct annual staff surveys to evaluate CPD effectiveness and adjust provision.	SLT	Ongoing	

To develop access to communication and employ different teaching methods	- Teachers use a mix of visual, auditory, and kinaesthetic activities to support diverse learning needs - Resources include videos, diagrams, physical models and interactive activities - Teachers adjust content, pace, and delivery methods to match the abilities and needs of individual pupils - Small-group or 1:1 sessions provide additional support where needed - Pupils use devices such as laptops to aid with learning - Staff encourage and model alternative communication methods to ensure full participation - Peer mentoring, group work, and paired learning are used to enhance communication and understanding - Train staff in inclusive teaching and communication strategies.	Staff are trained to integrate technology effectively into lessons Provide pupils with communication boards, symbols, or AAC devices. Ensure staff consistently use alternative communication strategies in lessons and activities. Provide regular CPD on supporting pupils with speech, language, and communication needs. Provide parents with guidance on supporting alternative communication at home. Regularly monitor alternative communication methods and gather feedback to improve practice.	Provide CPD for staff on integrating technology into lessons. Maintain and allocate communication boards, symbol systems, and AAC devices. Train staff to model gestures, visual prompts, and signing consistently. Deliver termly CPD on supporting pupils with speech, language, and communication needs. Offer workshops or guidance for parents on supporting communication at home. Monitor the use of communication methods and gather feedback from pupils, parents, and staff.	SLT	Ongoing	

To discuss additional support with placing authorities and SENDO's	- Schools maintain regular, proactive communication with placing authorities and SENDO's regarding pupils with additional needs - Updates on pupil progress, support needs, and emerging challenges are shared promptly - All referrals for additional support or statutory assessments are submitted on time, with complete and accurate documentation - EHCPs (Education, Health and Care Plans), and other relevant reports are kept up to date and shared as needed - Schools participate in multi-agency meetings, reviews, and planning sessions with SENDO's, social workers, health professionals, and parents - Support plans and interventions are collaboratively developed and regularly reviewed - A SENCO or designated staff member leads liaison with placing authorities and SENDOs, ensuring	All staff are trained in procedures and statutory requirements related to SEND To further encourage parents to engage in discussions and updates regarding their child's support, ensuring transparency and partnership Implement structured sessions to inform and guide parents on working with placing authorities and SENDOs, ensuring parents are active participants in planning support Gather feedback from placing authorities, SENDOs, and parents on the school's collaboration processes and use this information to refine procedures Identify pupils needing support early and liaise with SENDOs promptly. Establish staff mentoring for effective liaison with SENDOs and authorities	Provide staff training on SEND procedures and statutory requirements. Encourage parent engagement in discussions and updates about their child's support. Provide structured sessions for parents on working with SENDOs and authorities. Gather feedback from authorities, SENDOs, and parents to refine collaboration processes. Identify pupils needing additional support early and initiate timely discussions with SENDOs. Establish a mentoring system where experienced staff support colleagues in liaising with SENDOs and authorities.	SLT	Ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	accountability and continuity - Outcomes of discussions with authorities are monitored to ensure actions are implemented effectively - Parents are actively involved in discussions and updates regarding their child's support, ensuring transparency and partnership - Guidance and advice are provided to parents on navigating the processes for additional support					

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Monitor acoustics and room organisation.	- Furniture is arranged to allow clear sightlines between teacher and pupils, and between pupils, supporting communication and engagement - Pathways are kept clear to ensure easy movement, particularly for pupils with mobility aids - Flexible seating allows adjustments according to lesson activities or pupil needs - Classrooms and learning areas are checked regularly to ensure that noise levels are kept at an appropriate level - Teachers and support staff regularly review classroom acoustics and organisation, adjusting seating, furniture, or equipment as necessary - Observations and feedback are used to identify areas where sound or layout may affect learning	Conduct termly acoustic audits in classrooms and communal areas to identify and address high-noise zones or echo issues Provide CPD on strategies for managing classroom acoustics, including minimizing background noise and arranging seating to support hearing and concentration Establish small-group or sensory-friendly areas in the school where pupils can work without auditory or visual distractions Gather feedback from pupils and parents about classroom noise and environment to inform further improvements Implement a system for staff to report any acoustic or layout issues, with termly review meetings to ensure adjustments are made promptly	Conduct termly acoustic audits in classrooms and communal areas. Provide CPD on managing classroom acoustics and seating arrangements. Create small-group or sensory-friendly areas for focused work. Gather pupil and parent feedback on noise and environment. Implement a reporting system for acoustic or layout issues and review termly.	SLT	Ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To offer different formats of information	- Letters, newsletters, worksheets, and homework tasks are provided in multiple formats such as large print, easy-read, or digital versions compatible with screen readers - Visual aids, diagrams, and charts are used in lessons to reinforce written or spoken information - Staff provide instructions both verbally and in written or visual form to ensure understanding - Staff are trained to present information in a variety of formats, matching pupils' individual needs - Sharing of best practice among staff ensures consistent use of accessible materials across subjects - Letters, reports, and school updates for parents are available in alternative formats upon request	School websites, online portals, and learning platforms are designed to be accessible, including alt text for images and compatibility with assistive technology Key information is made available in audio or video formats for pupils with visual impairments or reading difficulties Interpreters or translated materials are provided for parents whose first language is not English Pupils and parents are consulted on the accessibility of information, with feedback used to improve delivery formats Accessibility reviews are conducted regularly to ensure all pupils can access information effectively	Ensure websites, portals, and learning platforms include alt text and are compatible with assistive technology. Provide key information in audio or video formats for pupils with visual or reading difficulties. Offer interpreters or translated materials for non-English-speaking parents. Consult pupils and parents on information accessibility and use feedback to improve delivery. Conduct regular accessibility reviews to ensure all pupils can access information effectively.	SLT	Ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To improve the school website	- The website meets recognized accessibility guidelines (e.g., WCAG 2.1), ensuring it can be used by pupils, parents, and staff with disabilities - Menus and pages are organized logically, with consistent headings and clear labels to help users find information easily - Key information (e.g., term dates, policies, contact details) is easy to locate - Images include alt text, and documents (PDFs, Word) are provided in accessible formats - The website is mobile-friendly and works well across different devices and screen sizes - Content is kept up to date, including policies, news, and school announcements - Broken links or outdated pages are regularly checked and corrected	Text content is readable, with high-contrast colors and resizable fonts Videos to include captions or transcripts Audio content to be clear, with transcripts or summaries provided where possible Enable parents, pupils, and staff to be able provide feedback on website usability and accessibility	Ensure text is readable with high-contrast colors and resizable fonts. Add captions or transcripts to all videos. Provide clear audio content with transcripts or summaries where possible. Enable parents, pupils, and staff to give feedback on website usability and accessibility.	SLT	Ongoing	

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 *Jack Birkenhead (Headteacher)* in consultation with the wider school community.

5. **Links with other policies**

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- SEND policy