



**Rossett School**

Success for everyone

**Accessibility Policy  
2024-27**

<b>Approved by:</b>	Full Governing Body
<b>Date:</b>	December 2024
<b>Last reviewed on:</b>	December 2024
<b>Next review due by:</b>	December 2027

## Contents

1. Introduction
2. Background
3. Equal Value
4. The Role of Key Personnel
  - a. Governors
  - b. Senior Leadership Team
  - c. Staff
5. Complaints
6. The Accessibility Plan
7. Definition of Disability
8. Physical Environment
9. Provision of Information in Other Formats
10. Linked Policies
11. Monitoring and Review

## **1. Introduction**

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation.

## **2. Background**

At Rossett School we have created an inclusive community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school community.

## **3. Equal Value**

Everyone at Rossett School has equal value. The policy of equality is based on the principle of respect for the individual and is inclusive of the students with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. It also addresses each person's unique, intellectual, physical, spiritual, emotional and social needs.

The school community works together to create an atmosphere in which each member can grow and flourish regardless of gender, colour, ethnic origin, nationality, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

All students have access to a broad and balanced curriculum and to a range of extra-curricular experiences.

Rossett School will continue to develop its ability to provide an inclusive, accessible environment for students, staff, parents and members of the local community. It aims to meet the five outcomes of the Children Act (2004) and has regard to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes to people with disabilities
- encourage the participation of people with disabilities

## **4. The Role of Key Personnel**

### **Governors**

The Governing Body monitor and review the SEND policy annually and the Accessibility Plan on a regular basis and ensure the school's inclusion of students with disabilities meets all aspects of the law. These updates and any incidents are reported via the Headteacher's report to Governors.

## **Senior Leadership Team (SLT)**

The Headteacher and other members of the SLT ensure that all policies, practices and provision have regard to the Disability Equality Duty and the Equality Act 2010 which extends protection from discrimination to those with 'protected characteristics'. The Headteacher and SENDCo are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion within all aspects of school life.

## **Staff**

It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive processes and practices.

## **5. Complaints**

Parents and staff may access the school's Complaints Procedure which is available on the website. Students may go through their Form Tutor/year team or their form representatives or members of the Student Council.

## **6. The Accessibility Plan**

Rossett will produce an Accessibility Plan which will address the requirements of the Equality Act 2010 (which are the same duties as previously existed under the DDA) and show how the school is strategically planning to:

- increase the extent to which disabled students can participate in the curriculum;
- improve the physical environment to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to those with disabilities.

## **7. Definition of Disability**

*A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010).*

The school will ensure that adequate resources are provided for implementation of the plan and the plan will be reviewed regularly.

The school will also ensure that:

- it does not treat disabled students less favourably for a reason related to their disability

- it makes reasonable adjustments for disabled students so that they are not at a substantial disadvantage
- it will plan to increase access to education for disabled students, where such improvement to access has been identified.

## **8. Physical environment**

In Summer 2017 the site has been made more accessible with the provision of a new Student Reception, comprising automatic opening doors, disabled ramped access, a new medical suite and signs which comply with DDA regulations. In addition access to the Sports Centre entrance has been improved and access areas to the Sixth Form Centre have been widened. There are two lifts available for wheelchair users making the vast majority of the site accessible. The school will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

## **9. Provision of Information in Other Formats**

The school is able to provide information in alternative formats such as email, enlarged print and other formats by arrangement.

## **10. Linked Policies**

This policy [links](#) to the following policies:

- Access & Inclusion (SEN)
- Disability Equality Scheme
- Equality, Diversity & Community Cohesion

## **11. Monitoring and Review**

This policy, the information included, and its implementation will be monitored by the Governing Body and reviewed every three years. The next review date is: December 2027.