



Rossett School

Success for everyone

Accessibility Plan 2025

Approved by:	Full Governing Body
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Last reviewed on:	January 2025
Next review due by:	January 2026

Rossett School Accessibility Plan

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 those with disabilities

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 - SEND at North Yorkshire County Council, The Red Kite Trust, and any other relevant stakeholders.

Our school's complaints policy covers the accessibility plan. If you have any concerns relating to accessibility in school, this policy sets out the procedure 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.

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).

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

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.

Action Plan

Aim	Current Good practice	Objectives	Actions
Improve access to the curriculum for students with disabilities	Curriculum is subject to ongoing reviews to ensure it meets the needs of all students with an emphasis on Quality First Teaching	All students continue to have access to a broad and balanced curriculum Review curriculum provision to ensure visibility of people with disabilities. Promote an inclusive culture through communicating our school values of Respect, Responsibility, Reflectiveness, Resilience and Readiness	Annual reviews of the curriculum to ensure accessibility.
		Identify courses which meet the needs of all learners.	Evaluate evidence of student progress in the areas of identified need.

Provide access to a curriculum which meets the needs of all students	KS3 targeted literacy and numeracy interventions. Learning Support Centre as internal Alternative Provision. BTEC options at GCSE KS4 Enrichment course BTEC options at KS5		Identify suitable new provisions Analysis of SATs and CATs data to identify and review possible students with SEND.
	Behaviour Curriculum		All staff trained in Positive Regard to support reasonable adjustments of the behaviour policy
	Tracking and monitoring for all students via Arbor and Class Charts	Ensure robust systems that allow student information to be used for timely and purposeful interventions.	
	Individual Provision Maps to ensure comprehensive information sharing	Ensure all systems are effective and efficient to share relevant information	Ensure IPMs are up to date.
	Curriculum accessibility is supported by technology, including iPads	All students have access to an iPad and are able to use assistive technology to support their learning	Training delivered to students
	Exam Access Arrangements available to students who require them.	All students requiring EAA are identified as early as possible.	KS2 information regarding EAA and SATs retained and students monitored. Identified students then assessed at the end of Year 9. Teachers to identify additional students needing EAA
	Whole School training on SEND	All staff have up to date knowledge and skills in adaptive teaching	Identify further staff training
	Liaison with external services and agencies regarding specific needs	Students with disabilities have access to specialist services.	Ensure SEND and pastoral teams are aware of the range of specialist services available to all students with disabilities

	Access to quality careers advice and guidance	Students with disabilities have the opportunity to explore a range of further/higher education and employment opportunities available to them.	
Improve and maintain access to the physical environment	Disabled parking spaces	Create additional disabled parking spaces in line with site improvements	Site Team to identify a second disabled bay – outside bungalow
	Ramps	All new buildings are equipped with ramps	
	Disabled toilets	There are disabled toilets across all departments	
	Unisex toilets	6 th Form, Blue Dining Hall, Reflection	
	Clear internal signage		
Improve the delivery of information to parents	<p>A range of communication methods to ensure information is accessible including an accessible website</p> <p>Access to translators for students and families if required for meetings.</p>	<p>Continue to improve the accessibility of the school's website.</p> <p>Ensure staff are aware of translators available for meetings with parents.</p>	