

RED ROSE SCHOOL ACCESSIBILITY POLICY & DISABLED ACCESS PLAN

SECTION 8

6

Last review: May 2026
Updated: May 2026
Next review: May 2028

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

INTRODUCTION

Red Rose School is committed to providing a broad and balanced education to all of its pupils irrespective of their special educational needs and disability. Under the Equality Act 2010 we promote equality for those with 'protected characteristics' in every aspect of our work. Disability is a protected characteristic.

A person is defined as having a disability if they have a physical or mental impairment, which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity (Equality Act 2010).

AIM

It is the overall aim of Red Rose School to undertake all measures, as far as reasonably possible, to ensure that the school's facilities, services, culture, policies and procedures are made accessible to pupils, staff members and visitors who have disabilities, and to comply with our moral and legal responsibilities under the Equality Act (2010).

Roles and responsibilities

The **proprietors** will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The **headteacher** will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the proprietors, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The **SENCO** will be responsible for:

- Working closely with the headteacher and proprietors to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

ACCESS TO SCHOOL SITE

The school is a large Victorian building. As such there are some limitations in the physical design for persons with mobility difficulties particularly on upper floors of the building. However, we make every reasonable adjustment to accommodate the needs of pupils, parents/guardians, visitors, and members of staff who have disabilities.

Parking is available opposite the school. There is extended parking for Blue Badge holders. The ground floor level of the school can be accessed through the ramped entrance that has a leveled access adapted doorway. The ground floor is accessible for a manual wheelchair user and for those using walking aids. It is mostly accessible for smaller power-operated wheelchairs. There is a disabled toilet facility.

Access to the first and second floors is by lift. Classrooms are accessible via level access.

Subject or resource rooms on the first and second floors:

The library on the second floor has a ramped entrance and handrails. The subject rooms on the second floor have handrails and a small number of steps lead into the rooms.

ADMISSION

Parents/ Carers of prospective pupils must notify the school of any disabilities in advance of registration. Discussion with the school will determine the suitability of the school for the child's special educational needs, and what adjustments could reasonably be made to accommodate the child's additional needs.

The school may request more detailed reports, if not already provided, for this purpose. In the case of a local authority requesting admission for a pupil, the suitability of the school for meeting a child's needs will be evidenced in the child's Education, Health and Care Plan (EHC Plan) and any supporting reports.

Where the school and curriculum are deemed suitable for a child's special educational needs, the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means that would not jeopardise the education or safety of the child and his /her peers.

EXISTING PUPILS

The school recognises that medical and psychological conditions can develop over time for existing pupils. These may require adjustments to be made to the way in which the curriculum is delivered.

Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the Headteacher in consultation with health professionals, will put interim

measures in place to support the pupil, and determine any longer-term requirements. The school will, to the best of its ability, make such adjustments as are reasonably practicable for a pupil to continue at the school.

PROSPECTIVE STAFF MEMBERS

Prospective staff members should notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them should they be employed.

The school may request a full report from a doctor to help determine whether it can properly fulfil its legal, moral and contractual responsibilities to the prospective staff member, its pupils and their parents/guardians.

EXISTING STAFF MEMBERS

The school recognises that medical and psychological conditions can develop in existing staff members. These may require adjustments to be made to the way in which they are employed.

Existing staff members must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. Where appropriate, the Headteacher shall set up a consultation process so that interim measures can be put in place to support the staff member and determine any longer-term requirements.

The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to fulfil contractual duties.

REASONABLE ADJUSTMENTS

The school shall endeavour to make reasonable adjustments to aid a prospective or existing pupil, parent or staff member. Such adjustments may include, but not limited to:

- Allocating a classroom and meetings or subject lessons on the ground floor.
- Specialist seating or any other relevant classroom or other resources or equipment.

In defining what is reasonable, the school shall take into account:

- The cost and feasibility of making specific alterations to the school premises.
- Implications on financial resources and the likelihood of any external funding being available to offset this.
- Staffing requirements.
- Health and safety considerations.
- What is in the interests of pupils, staff and visitors and
- What are reasonable steps to avoid putting pupils at a substantial disadvantage.
- The published Disability Access Plan.

All pupils at Red Rose School have Special Educational Needs within the continuum of Specific Learning Difficulties and, as such, the curriculum and physical environment has been planned and adapted to meet the needs of all our pupils.

Our Disability Access Plan will, therefore, focus on continued monitoring of the provision for our pupils and provision for pupils with physical disabilities.

PERSONAL INFORMATION

All personal information provided to the school regarding a pupil or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the Data Protection Act (2018).

THE DISABILITY ACCESS PLAN

The plan aims to improve access to all aspects of education within Red Rose and is organised in a way that helps to remove any existing barriers to pupils' learning. Within the constraints of the building the plan also aims to adapt its facilities to support those pupils with Specific learning Difficulties and additional disability as appropriate. It also aims to seek positive and creative ways in which existing accessibility barriers can be overcome.

The school aims to show its commitment both to its current school community and to the wider community in upholding and valuing the individual's right to equal opportunities, alongside respect for personal dignity and independence.

EQUAL OPPORTUNITIES

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness.

The Access Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

The accessibility plan has three inter-linked elements:

1. Improvements in access to the curriculum by:
 - Providing for all pupils a curriculum which is appropriate to their needs.
 - Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.

2. Physical improvements to increase access to education and associated services by:
 - Ensuring that all the school buildings and grounds where possible, are fully accessible to students with mobility, sensory and other impairments.
 - Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.

3. Improvements in the provision of information in a range of formats for disabled students by:
 - Providing for students and their parents/ Carers, information about the school and its curriculum in a format that takes account of any disabilities.

IMPROVING ACCESS TO THE CURRICULUM

3-year plan 01/01/26 -31/12/29

| Targets | Strategies | Timeframe | Goals Achieved |
|---|--|--|--|
| ICT and software appropriate for pupils with disabilities. | <ul style="list-style-type: none"> ▪ produce a prioritised purchasing list for computer technology as required for pupils with disabilities. * ▪ Employ an IT Technician to bring the knowledge and skills for our technology needs. * <ul style="list-style-type: none"> ▪ Monitor progress towards the target and continue to source updated beneficial apps and technology to facilitate access for pupils ▪ Training as needed, for staff | <p>*Completed</p> <p>Ongoing</p> | ICT includes software that caters for all disabled pupils |
| Ensure student participation in all school activities. | <ul style="list-style-type: none"> ▪ Promote awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it. ▪ Ensure school activities are accessible to all students. ▪ Ensure staff have training they require to feel confident and /or involve specialist staff in activities as needed i.e. PE | Flexible | All pupils have equal access and opportunities within the curriculum |
| Ensure visits and curriculum trips are accessible | <ul style="list-style-type: none"> ▪ Identify any potential barriers to accessing a curriculum outing or trip (Risk Assessment) ▪ Identify strategies that can be put in place to facilitate access. ▪ Check Risk assessments of venues to identify the venue's accessibility resources and equipment | Flexible | Pupils with physical, sensory or other impairments can access the wider curriculum |

PHYSICAL IMPROVEMENTS TO THE ENVIRONMENT

Currently in place:

- A lift providing wheelchair / mobility access to each floor, handrails on narrow passageways and to stepped entrances /exits
- Ramped entrance to the main school building with level access and widened doorway.
- Ramped entrance to the library.
- Access to ground floor rooms and disabled toilet facility.

| Targets | Strategies | Timeframe | Goals Achieved |
|---|--|---|--|
| Access to school buildings / site in meeting diverse needs. | <ul style="list-style-type: none"> ▪ Identify priorities for improved accessibility around school building. ▪ Improve/ adapt width of doorways or facilities for independent access e.g. upper floors: ramps to essential rooms that have stepped access; ▪ adapt a toilet facility on ground floor.* ▪ Improve access to other toilet facilities. ▪ Improve clarity of signage for room functions. | <p>ongoing</p> <p>*Completed</p> | <p>Access to school building and site improved.</p> |
| <p>Optimise classrooms layout and furniture for pupils with disabilities (with regard to limitations of the building structure).</p> <p>Identify needs and actions for future improvements.</p> | <ul style="list-style-type: none"> ▪ Plan classroom layout in accordance with needs of pupils ▪ Organise resources within classrooms to ease access for mobility /wheelchair needs as appropriate. ▪ Incorporate accessibility into any proposed planning of structural adaptations. ▪ Provide quiet areas within school. ▪ Inspect accessibility in all areas of school life. | <p>ongoing</p> | <p>Appropriate layout and ease of access to resources for diverse needs of pupils with disabilities.</p> |

IMPROVING PROVISION OF INFORMATION

Information is also provided through the school website, Prospectus, Newsletters and meetings with parents /carers.

| Targets | Strategies | Timeframe | Goals Achieved |
|--|---|----------------|--|
| <p>All document types</p> <p>Availability of newsletters and school documents in alternative formats.</p> | <ul style="list-style-type: none"> ▪ Large print and audio formats as required. ▪ Information in student planners adapted when a student's need requires this. ▪ Forms for completion sent to parents in an easy access format e.g. digital format and clear speech. ▪ Home / School pack in digital and paper-based presentation for parents, students or interested parties with communication, physical or sensory difficulties. ▪ Powerpoint (visual) presentation adapted for the needs of individual prospective pupils. | <p>ongoing</p> | <p>Improved readability and form completion for pupils, parents, other parties who need an alternative format for access to information.</p> |

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|-----------------------|--|---------|---|
| | <ul style="list-style-type: none"> ▪ Homework information available in alternative formats when requested. ▪ Use of symbol software if needed. | | |
| School Website | <ul style="list-style-type: none"> ▪ add accessibility to school website. ▪ Consult with disability information service as required. ▪ Consult with web company if technical support is needed. | ongoing | Access for visually & hearing impaired improved |

The Disability Access Plan was reviewed: May 2026.