



Accessibility Policy

Date of review: July 2026

Date of review: July 2027

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1. 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/differently-abled pupils to take better advantage of the education, facilities and services provided;
- Improve the availability of accessible information to disabled/differently-abled pupils.

Rowan Education commits to treat all of its pupils fairly and with respect, and to ensure as far as is practicable that no pupil is disadvantaged by virtue of their disability or specific needs. This necessitates providing access and opportunities for all pupils without discrimination of any kind, within the limits of the built environment we currently occupy. We are dedicated to supporting all pupils in our setting and committed to supporting the reintegration of our pupils back into mainstream, or an alternative suitable setting, with full recognition of their particular needs. We will support the mainstream schools/provisions by providing appropriate tools to allow pupils to have better access to the curriculum.

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

The school supports any available partnerships to develop and implement the plan. We will make sure all our mainstream partners are fully aware of our aim to treat all pupils fairly and with respect. We also expect our partners to also implement our aims in their own schools.

If you have any queries or concerns (or suggestions) relating to accessibility at Rowan Education, in the first instance please do contact the Head.

Rowan Education recognizes the importance of parent/carers knowledge and involvement in their child's ability to access all that we have to offer, including the curriculum. Consequently, both this policy and the Access Audit are

published on our website (and are available in paper form, including large font, on request), along with contact details.

2. Legislation and guidance

This document meets the requirements laid down in paragraph 3 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 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 [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.

3. The School's Context

Rowan Education is an Independent Special School for up to 25 Key Stage 3 and Key Stage 4 pupils. The school comprises of one building covering a small site (on the grounds of Heslam Park), of one storey construction.

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by:

- Chair of Governors
- School Head
- Business Manager

Process

Our accessibility plan has been developed as follows:

- 1) Access audit (January 2023 – published separately on our website) and review of current activities and measures completed.
- 2) Actions to eliminate barriers identified.
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors.
- 5) The Plan's contents checked.
- 6) Publication of the plan on the school website.
- 7) Implement the plan and allocated adequate resources.
- 8) Evaluate the plan every 3 years (with the accessibility plan under ongoing review and revision as necessary).

In addition to this we will:

- Continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for pupils and parents/carers so that we can improve and maintain access for both individuals and groups.
- Work to provide an atmosphere where all pupils feel safe and valued.
- Promote the understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and we will use and encourage language that emphasises the person rather than the disability.
- Examine those parts of our active and extra-curricular activities that may have limited access for pupils with a disability and adapt accordingly.

4. Action plan

This action plan sets out the aims of our accessibility policy in accordance with the Equality Act 2010, and has been informed by the results of our Access Audit.

Aim	Current practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success criteria
Increase and maximise access to the curriculum for pupils with a disability	Rowan offers an adaptive curriculum for all pupils.	Curriculum resources to include examples of people with various disabilities.	Review of curriculum resources to make sure they represent a variety of people with disabilities.	Head	Ongoing	Curriculum resources contain examples of disabilities
	We use resources (e.g. coloured overlays and 'white' boards) adapted to the needs of pupils who require support to access the curriculum.	Raise and maintain pupils' awareness of disability.	Incorporate awareness of disabilities into the curriculum.	Head	Ongoing	Pupils show an awareness of disability.
	Curriculum progress is tracked for all pupils, including those with a disability.			Head	Ongoing	Pupils are aware of their individual targets in order to achieve their potential.
	Targets are set effectively and are appropriate for pupils with additional needs.	Pupils are fully aware of their individual targets from IEPs and also reintegration targets if necessary.	Review intervention which allows pupils to discuss targets.	SLT	Ongoing	Pupils are aware of their individual targets in order to achieve their potential.
	Curriculum is practical-heavy, geared towards pupils with SEMH and a lack of focus.					
	The curriculum is reviewed constantly to ensure it meets the needs of all pupils.					

	We provide appropriate staffing to support pupils in accessing the curriculum. We provide additional staff to support pupils' SEMH needs.	To increase staff training to support pupils with SEND	Review intervention which allows pupils to discuss targets. Increase training and support delivered to staff to increase SEND awareness	Head	Ongoing	Staff feel they are well equipped to support pupils' access the curriculum and meet their SEMH needs.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps into the external door. • Disabled parking bays • Ground floor and disabled toilets. • Signage appropriate to pupils with dyslexia	To ensure the environment is safe and accessible to those with different needs including wheelchair-accessible.	Access Audit completed and actions/ continuous assessment of site facilities.	Head/ Business Manager	Ongoing	Pupils can always access the environment in a safe and secure manner, and no issues arise to indicate otherwise.

Improve the delivery of information to pupils with a disability or different needs.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Additional staffing (including agency staff when appropriate) to ensure curriculum is accessible to all pupils. • Use of pictorial or symbolic representations for those pupils who have been identified likely to benefit from it. • Visual aids (e.g. coloured overlays, tinted boards) and displays used regularly as a means of learning.	Ensure learning environment is adapted, where possible and within the limits of the building structure, to the needs of pupils present.	To constantly review the need for the following, and be responsive and look at ways that they can adapted and put in place at short notice: • Adapted internal signage and displays • Large print resources	Head/Business Manager/All staff		
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5. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary, subject to changes in the environment or pupil cohort. The Access Audit will be performed every three years (or earlier in the event of significant changes to the environment).

It will be approved by the Head, Business Manager and Chair of Governors.

6. Links with other policies

This accessibility plan is linked to the following Rowan Education policies and documents:

- Access Audit
- Equality Information and Objectives
- Health & Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy