



The Rosewood School

Accessibility Policy

2026 - 2029

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Chair of Management Committee: Phil Leyland

Accessibility Policy

School: The Rosewood School

Name of Policy: Accessibility Plan

Document owner: Executive Headteacher

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Date for review: Annually

Additional notes:

- Published on the school website under Policies
- Available in hard copy on request

Accessibility Policy for The Rosewood School

Document Purpose

This policy reflects the values and inclusive ethos of The Rosewood School, in relation to accessibility. It sets out the framework within which teaching and non-teaching staff operate to ensure equality of access for all pupils.

The policy is written in line with: - The Equality Act 2010 (which replaced the DDA and SENDA) - Department for Education guidance on increasing access for disabled pupils

The Rosewood School is a health needs pupil referral unit also referred to as a medical pupil referral unit, supporting pupils with complex medical, mental health and physical health needs. The school is committed to removing barriers to learning and participation so that all pupils can achieve their potential.

Audience

This policy has been agreed by the Management Committee and applies to:

- All teaching staff
- All support staff

Definition of Disability

Under the **Equality Act 2010**, a person is considered disabled 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 activities.”

This includes pupils with long-term medical conditions, mental health needs, sensory impairments and neurodivergent conditions.

Key Objective

To reduce and eliminate barriers to access to:

- The curriculum
- The physical environment
- Information and communication
- Full participation in the life of the school

for pupils and prospective pupils with disabilities.

Principles

The Rosewood School is committed to:

- Ensuring compliance with the Equality Act 2010
- Not discriminating against disabled pupils in admissions, exclusions or provision
- Not treating disabled pupils less favourably
- Taking reasonable steps to avoid placing disabled pupils at a substantial disadvantage

The school values the knowledge of parents and carers and respects confidentiality.

All pupils are entitled to a broad, balanced and appropriately differentiated curriculum, underpinned by:

- Setting suitable learning challenges
- Responding to diverse learning needs
- Overcoming barriers to learning and assessment

Achieving the Objectives

a) Education and related activities

The school works closely with: - Kent County Council services

- Health professionals
- CAMHS and other specialist agencies

to ensure pupils' individual needs are assessed, reviewed and supported through personalised planning where appropriate.

b) Physical environment

The Rosewood School takes account of the needs of pupils, staff and visitors with physical or sensory impairments when planning site use and improvements. Consideration is given to:

- Access routes
- Lighting and acoustics
- Furniture and equipment
- Toilet and hygiene facilities

Reasonable adjustments are made where practicable and appropriate.

c) Provision of information

The school will:

- Provide information in alternative formats where required
- Use clear language and supportive visual aids
- Work with local authority services to support accessible communication

Accessibility Plan – Identifying Barriers to Access

Organisational Access

- All pupils have access to trips, enrichment and activities, subject to individual risk assessments
- Admissions and transitions are planned carefully in line with referral information
- Behaviour, suspensions and attendance procedures reflect pupils' needs and vulnerabilities
- Strong multi-agency working underpins support for pupils and families

Attitudinal Access

- Staff receive ongoing training related to SEND, mental health and medical needs
- High expectations are maintained for all pupils, with appropriate support
- Staff recognise fatigue, anxiety and sensory needs and adapt practice accordingly
- Barriers to learning are actively identified and reduced

Physical Access

- Classrooms are organised to meet individual needs
- The single-storey site allows step-free access to most areas
- Emergency and evacuation procedures consider the needs of all pupils
- Signage, lighting and noise levels are reviewed to reduce sensory barriers

Any site limitations are addressed through reasonable adjustments and individual planning.

Curriculum Access

- Lessons are differentiated and responsive to pupil need
- A range of teaching approaches is used (individual, paired, group and whole class)
- ICT is used to support accessibility and engagement

Information Access

- Information can be provided in simplified language or alternative formats where required
- Staff are trained to support accessible communication
- ICT is available to support differentiated information delivery

Accessibility Action Plan (2026–2029)

The Rosewood School maintains a rolling three-year Accessibility Action Plan, reviewed annually by the Management Committee. The plan focuses on improving access to:

- The curriculum
- The physical environment
- Information and communication

Priority Actions

Area	Objective	Action	Responsibility	Timescale	Impact / Review
Governance	The Accessibility Plan	The management committee will review the plan annually, and will ratify the plan accordingly.	Management Committee	Annually	Accessibility considerations incorporated
Curriculum	Ensure full access for pupils with complex health and mental health needs	Continue to refine the curriculum to ensure it is ambitious and allows access for all	Executive Headteacher / Curriculum Lead	Ongoing	Improved engagement, attendance and accreditation outcomes
Staff training	Maintain high-quality inclusive practice	Annual training programme focused on SEND, mental health, medical needs and trauma-informed practice	Senior Leadership Team	Annual	Staff confidence and consistency in inclusive practice
Physical environment	Reduce sensory and physical barriers	Review lighting, noise levels, signage and classroom layout annually	Site Manager / SLT/SENCO	Ongoing	Improved regulation, safety and independence
Information access	Ensure communication is accessible to all	Provide information in alternative formats, raise awareness of the impact of teaching materials on some pupils	Teaching staff/SENCo	Ongoing	Improved understanding for pupils

Area	Objective	Action	Responsibility	Timescale	Impact / Review
		e.g screen brightness, worksheets, colour size layout etc.			
Emergency procedures	Ensure safe evacuation for all pupils	Review PEEPs and evacuation procedures regularly	SLT / Site Team	Termly	Increased safety and compliance

Monitoring, Evaluation and Review

The Management Committee monitors the effectiveness of this plan through: - Annual policy review

- Pupil progress and engagement data
- Behaviour and attendance analysis
- Feedback from pupils, parents/carers and external professionals

This Accessibility Plan will be reviewed annually and updated in response to: - Changes in legislation

- Site or operational changes
- The needs of the pupil cohort

The Rosewood School is committed to continuous improvement in accessibility and inclusion.