



Rosehill Infant & Nursery School

Accessibility Policy and Plan

January 2025 - January 2028

Date of Policy: 28.01.25
Date Ratified: 28th January 2025
Dates of Review: January 2028

Signed:.....
Chair of Governors

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and with due regard to the SEND Code of Practice. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and so developing a culture of awareness, tolerance and inclusion.
2. Rosehill plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
 - It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The action plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three -year plan period in order to inform the development of the new plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The school prospectus will make reference to this accessibility plan and signpost parents to the web-site where it can be found.
8. The plan will be monitored by Ofsted as part of their inspection cycle.
9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
10. Rosehill Infant and Nursery School will use the accessibility plan to keep our area of the Local Authorities Local Offer up to date, this will be reviewed at least annually.

11. Definition of Disability

Disability is defined by the Disability Discrimination Act 2005 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

12. Current Provision:

We are a Victorian split level building with a Victorian Yard playground which is currently split into four fenced off areas - Lazy lawn, nursery garden, reception garden and main playground.

Access to the school playground and main entrance is through two gates, the main double gates are open at the beginning and end of the day whilst parents drop off and collect their child/ren.

There is flat entrance through the main reception door, nursery and reception classroom doors and ramp access to the hall.

Downstairs we have 1 classroom, Reception unit, Nursery unit, pupil toilets, staff toilet, hall, library, sensory room and offices. We have an adult and child disabled toilet located within the nursery unit. The children's disabled toilet includes a ceiling hoist and height adjustable change bed.

Upstairs we have 3 classrooms, a group room (learning mentor), pupil's toilets, staff room and staff toilets.

Each classroom (including sensory room and hall) is equipped with blinds, contrasting coloured furniture, doors and door frames.

Where needed adjustments are made to which year groups access the downstairs classroom.

Doors in communal areas have self-closing mechanisms when the fire alarm is activated, therefore individual emergency evacuation plans are written for individuals where accessibility or the self-closing doors may pose a difficulty or risk.

Parking for disabled visitors/parents of pupils with disability at Rosehill Infant and Nursery School is limited. If no space on Reginald Street is available then an adjustment in accordance with the DDA; is that with prior consultation with the Headteacher/Governing Board, access to park on the playground of the school could be granted before or after pick up and drop up times. Movement of any vehicles on the playground must be topped and tailed and a risk assessment to be carried out to ensure the safety of all other pupils, parents and visitors to the school.

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Improving the Physical Access at Rosehill Infant & Nursery School

An access and audit was carried out by the School Business Manager on 20th January 2025 and a number of recommendations made:

Area	Item	Activity	Timescale	Cost	Person responsible	Complete by
Hall	Low contrast PE equipment (benches)	Children with visual impairment have use of the red and blue two toned bench	Complete - Annual checks carried out by Sports safe		LH	January 2025 LH/HK
Stairs	Glare	To plan for roller blinds to be fitted to reduce glare and shards of light	2 years (Dec 2025) On buildings plan	£400	LH/HK	
Classrooms	Tactile plan of the classroom	A Tactile plan to be made of the classroom to outline positions of desks, storage, coat pegs, sink and equipment	On-going when necessary	£10 for materials	Class teacher	On-Going
Nursery Playground	Edges of drain covers, change in ground levels to be clearly marked.	Contrasting paint that marks change in ground levels to be completed.	4 Months (April 2025)	£40	LH	
Main playground	Edges of drain covers, change in ground levels to be clearly marked	Contrasting paint that marks change in ground levels to be re-done as this will fade	4 Months (Dec 2025)	£50	LH/Site team	
Playground	Suitable play frame	To provide a suitable play frame for all needs, or repair original and provide a separate piece of equipment	Complete - Old play frame dismantled and disposed of. Lazy lawn now installed in this area. Staff plan and provide resources in accordance with need and ability	£7,000	LH/HK	LH 2024
External doors	Reception area (office) doors do not have a contrasting color between door and door frame	Reception door now replaced to blue Aluminum doors and white frame	Complete	£7,000	LH/HK	LH 2024

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An access audit observation was carried out during the heightened times of pupil/staff and visitors movement (start and end of day and playtimes/dinner times). A number of recommendations were made:

Area	Item found	Action	By whom	Timescale	Cost	Completed
Cloak Room	Transition -Area is too tight for space and currently restricts access. Children are leaving coats on the floor causing a slip/trip hazard	Mount a new row of coat hooks. Classes to access at different set times	LH/HK	Immediate	£100	06.01.25
Stairs	Signage -Some children and visitors are unaware as to which side of the stairs lead to which classrooms	Put signs up by the stairs that are in a contrasting color (words and pictorial)	LH	Every September	Nil	√ On-going
Playground	Playground safety -Playground space is limited and some children feel unsure	A reading Shed has been sourced through funding and it is now in situ on the lazy lawn area. This gives the children a quiet calm place when needed. Extra provision for resources to allow and encourage a 'quite' area if required by the child	LH/HK MDS	3 years (Jan 25) Ongoing	To seek additional funding Current resources available	Completed 31.07.24 √Ongoing
Playground	Playground safety -Balls containing bells and of a bright color to be added to resources	Update outdoor resources to include balls of a bright color	HK	6 months	£500	
Downstairs toilets	Safety -The heightened use of these toilets throughout the busy times of day caused the floor to become wet/slippy. Children also overuse the toilet paper and towels and these are often found on the floor	Reception staff to monitor use and supervise when necessary. Midday supervisors to clean the toilets after use	AR/Midday supervisors	immediate	Nil	√ On-going

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Improving the Curriculum Access at Rosehill School

Target	Strategy	Outcome	Responsibility	Time Frame	Achievement	Completed
To ensure that all teachers are compliant with the SEND Code of practice	An audit of staff SEN skills has been carried out to extend knowledge and to inform training needs. SENCO to take a staff meeting to train staff on the policy	The children's needs and requirements are met by all staff to ensure the curriculum is accessible to all and that the school is compliant with the current code of conduct	SLT & SENCO	June 2025	Increase access to the curriculum	Ongoing - training with regards to the policy is annual as it is reviewed annually.
Audit of all pupils current needs and rolling programme and assessment of new pupils	<ul style="list-style-type: none"> Using current MEPs and provision maps Transition paperwork Teacher assessment on arrival Speaking to previous settings and outside agencies about pupils' needs Outside supporting agencies to advise on any changes needed for pupils with specific needs. 	All children correctly identified to ensure equality of access to learning relevant expertise of outside agencies sought	All staff	Ongoing	Increase access to all school activities for all children	Ongoing - transition meetings in July & September each year.
To increase participation of children with SEN and disabilities in all activities	<p>Review the planning of extra-curricular provision and evaluate effectiveness</p> <p>Involve outside agencies to advise and assist within the boundaries of their expertise, to ensure physical needs are taken into account and reasonable adjustments are made</p>	School makes anticipatory adjustments to prevent disadvantage and promote equality of opportunities. (SEND Code of Practice 2014 P.93)	PE Co-ordinator and SENCO	Ongoing	Increase proportion of children with SEN to access extra-curricular	Ongoing when children request to join clubs.
The learning environment is organised to promote the participation and independence of all pupils	Regular learning walks to ensure the environment is suitable for all individuals	Barriers to learning are removed and all pupils participate as fully as possible	All Staff	On-Going	Increased participation of all pupils in all classrooms	Ongoing

					activities	
To ensure ALL children have access to home learning when in isolation or in the case of lockdown	<p>All families are set up with access to class dojo when they start school. Class Dojo allows easy communication and translation. It is easily identified when families are not accessing the page for their child and child's class and the teacher will contact the parents, carers in order to rectify any potential problems or barriers. Disadvantage families have been identified and the head teacher ensures that the appropriate equipment is provided if needed. ALL children are provided with learning packs and resources to ensure they have the tools for learning. Class teachers and the SENCO are aware of the children that may need additional resources or adapted material to suit their learning style, need and ability</p> <p>In the case of lockdown the school remains open for vulnerable children and those with SEN</p>	To ensure any barriers to home learning are removed and all children have access to participate as fully as expected.	All staff	As and when	To minimise disruption to our children's education	As and when required

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Improving the delivery of written information

Target	Strategy	Outcome	Responsibility	Time Frame	Achievement	Completed
To be able to effectively communicate in a written format	To be aware of the language used, and wherever possible use pictures as an additional description	The school will provide information that is easy reading in an attempt to suit all abilities	SLT/Office	On-going	Ensuring the information sent out is easy reading, where possible to improve inclusion	On-going
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services (e.g. Google translate) for converting written information into alternative formats. Google translate to be placed on school website.	The school will be able to provide written information in different formats when requested for individual purposes	SLT/Office	On-going	Delivery of school information to parents and the local community improved	On-going
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized material	All school information available for who request it	SLT/Inclusion team External agencies	On-going	Delivery of school information to pupils and parents with visual difficulties improved	Ongoing

Raise the awareness of adults working at and for the school on the importance of good communication systems	Arrange training	Awareness of target group raised	SLT	On-going	School is more effective in meeting the needs of pupils	In house training/ coaching On-going
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