

ACCESSIBILITY PLAN 2026-2029

Aims of Rose Hill School

Nisi Dominus Frustra - Without the Lord, everything is in vain

MISSION STATEMENT

- A Rose Hill School child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

AIMS

Working with **integrity** your child will:

- Be inspired to develop **confidence** to thrive in all areas of our rich curriculum.
- Foster the skills and talents which enable them to **organise** their learning and plan to achieve success.
- Demonstrate **persistence** to flourish in the face of challenge.
- Show **resilience** and learn from difficult situations.
- **Get along** with others, work collaboratively and accept everyone.

Introduction

The document outlines our Accessibility Plan as required by the Equality Act 2010. The Act makes it unlawful for Rose Hill School, to discriminate against, harass, or victimise a pupil or potential pupil or staff in relation to:

admissions;

- the way we provide education for pupils;
- the way we provide pupils access to any benefit, facility or service;
- by excluding any pupil or subjecting them to any other detriment.

The Act outlines some protected characteristics (below) and we pay due regard to these: Sex, Race, Disability, Religion or belief, Sexual orientation, Gender reassignment and Pregnancy or maternity.

This plan fulfils the requirements of the Independent School Standards.

The National Context

We are working within a national framework for educational inclusion provided by:

The Education Act (1996)

Equalities Act (2010)

The Children and Families Act including the SEN and Disability Code of Practice: 0-25(2015)
Supporting pupils at school with medical conditions (2014)

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](#). The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the 2015 [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 0-25, '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.

Rose Hill School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils, and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN), and/or disabilities and those with specific learning difficulties can bring to school life. We have an admissions policy and criteria available to view on our website (www.rosehillschool.co.uk) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities.

Reasonable adjustments

We aim to ensure that nothing we do as a school places a disabled pupil at a disadvantage compared to other pupils. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.

When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.

Where an auxiliary aid is not provided under the SEN system (i.e., via an EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken based on the facts of an individual case, including cost implications.

Auxiliary aid refers to anything that provides additional support or assistance to a disabled pupil. Examples include a piece of equipment such as a ramp or chair, support from a member of staff, induction loops, adapted keyboards or specialised computer software.

Our SEND Policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.

Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g., hearing aids.

We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three-year accessibility plan, we reserve the right to deem these as unreasonable. It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be reasonable. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled pupil could participate viably, but we would not cancel the trip because to do so would be detrimental to other pupils.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas:

- 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 disabled pupils.

It is a requirement that the School's accessibility plan is resourced, implemented, reviewed and revised as necessary and is reported on annually.

How the plan is constructed

At Rose Hill School we have set up a Focus Group which consists of: Mike Bryan (Bursar), Imogen Scarbrough (Deputy Head), Jane Morgan (Head of Learning Skills/SENCo), Victoria Robinson (Head of Pre-Prep) & Keiran Bradbeer (Head of Teaching & Innovation).

We may co-opt additional members whose expertise in any field would be of assistance. The focus group's terms of reference are:

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with SpLDs by means of reasonable adjustments and by planning for the future
- To prepare the school's SEN and learning support policy
- To prepare the school's accessibility plan
- To produce and review our 'classroom offer'
- To review such plans and policies as necessary and at least on an annual basis

We will regularly monitor the success of the plan, and it will also be reviewed annually by the governing body and Focus Group (as above).

Action Plan

The Focus Group has been central to the drawing up of the School's plan. The following has been carefully considered by the school's focus groups and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Co-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

In assessing the provision for pupils with special educational needs and/or disabilities views of teaching and non-teaching staff, governors, parents and pupils are considered. We have used the results to ascertain understanding of disability and accessibility, priorities for our pupils with SEND and priorities for our pupils' parents.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of pupils with disabilities are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The results have informed our school Accessibility Plan for 2026-29. The plan and targets have been widely circulated to all teaching and support staff and is available on request from the School.

How the plan is reviewed and monitored

The School's Focus Group meets annually to frame recommendations for inclusion in the plan. These recommendations include input from the senior Leadership Team and the

document is then placed on the agenda for an appropriate sub-committee meeting of the governing body (A&C & H&S) which monitors implementation of the plan including considering which measures have been achieved and where any delay in implementation is foreseen. Minutes recording the review are considered by the full Board.

The School's Governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates.

A new plan will be drawn up every three years.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Bursar via bursar@rosehillschool.co.uk. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

The Accessibility Plan should be read in conjunction with the following School policies:

- Admissions Policy
- Special Educational Needs Policy
- Disability Policy
- Behaviour Management policy
- Health and Safety Policy
- Equality and Diversity Policy
- Curriculum Policy

ACTIONS

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. We have a constructed classroom block which includes a number of features in its design to accommodate a variety of physical disabilities including a lift to access the first floor, automatic light sensors in all classrooms and carpeted floors to reduce echo. This building has two well-appointed Learning Skills rooms. We have recently completed an indoor swimming pool which is fully accessible for those pupils with a physical disability.

We provide written information to pupils with Specific Learning Difficulties (SPLDs) in ways that are user-friendly and fully support the pupils in their learning experience. There is a school-safe iPad scheme for those who use a keyboard as their main means of recording their work. Pupils are able to photograph diagrams and equipment using their iPads and some pupils use voice recognition software for homework tasks. Teachers modify the background colour settings on their interactive whiteboards and produce coloured worksheets for those who need them. Guidance is given to all staff on the best types of fonts, including Open Dyslexia Alta, and on achieving clarity of worksheets. Staff aim to provide visual support for spoken instructions e.g., by using graphic organisers on the whiteboard at the start and end of a lesson.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by SEND pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of their SEN and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of SEND are portrayed in teaching materials. We do not have additional staff providing one to one support for pupils.

Where possible all our pupils are fully integrated into school life and participate in the whole curriculum including co-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's Equal Opportunities policy for staff in the day-to-day management of Rose Hill School. We regularly review our staff's needs to ensure these are being met.

Actions to increase access to the curriculum and learning

Targets	Strategies	Timing	Responsibility	Success criteria
<p>Ensure existing and new staff joining the school have the knowledge and understanding to support SEND pupils.</p> <p>Identify the specific needs of SEND pupils joining the school, to ensure they can access the curriculum.</p>	<p>Training of staff to support pupils with SEND, with a focus on differentiation for those children with specific SpLD and MLD</p> <p>Periodic training of all staff in awareness of disability discrimination</p>	2026-2029	Head, DH & SENCo/Head of Learning Skills	<p>Effective SEND support to individual pupils with clear personalised ILPs.</p> <p>Success of SEND pupils in standardised and school/external assessment.</p>
<p>For those pupils with mental health problems, including but not exclusively eating disorders, anxiety</p>	<p>Oversight of staff</p> <p>JIGSAW</p> <p>Worry Boxes (and online)</p> <p>Pupil wellbeing survey PWS x2</p> <p>Active Listener</p> <p>Walk & talk with Maise</p> <p>Drop in sessions with DH</p> <p>Draw & Talk</p> <p>School Counsellor</p> <p>Early Help</p>	2026-2029	DH	<p>Reduced need for IBP, and interventions, improved pupil behaviour and PWS results</p>

Maths Programme 'Doodle Maths Times tables Rockstars	Whole school use iPads and/or laptops	2026-2029, Started September 2025	RR - HoD	Improved attainment in maths
To improve Quality First Teaching (Wave 1) Support equipment: Wobble boards Pencil/pen grips Writing slope Weighted blankets Coloured overlays Fidget toys	2026-2029 INSET training termly. Handbook produced & updated regularly. SEND pupil data regularly updated onto CPOMS.	2026-2029	SENCO/Head of Learning Skills	All support equipment is in place across the school. INSET; -Update SEND at RHS -Challenging Behaviour -Celebrating Neurodiversity Week in March annually
Sensory Circuits in Sports Hall twice weekly + available 1:1 daily for specific pupils. Bean bags Balance Boards Hand/Foot Mats Hoops Body board Space Hoppers Tunnels Large Balls	Continue to run Sensory Circuits.	2026-2029	Learning Skills SEND Support Staff + SENCo/Head of Learning Skills	Improvement in pupil behaviour and well-being. Movement/Sens ory breaks encouraged across the whole school in lessons.
Quiet place for children with Sensory Processing Disorder, ASD and/or ADHD; Bean bags Fidget toys Body Sack Ear defenders LSK 1 or 2 Tents Sensory equipment Regulation Stations	Improvement in pupil behaviour and well- being. Promote emotional self- regulation. Support sustained focus in class.	2026-2029	SENCo/Head of Learning Skills + SEND Support Staff	To prevent meltdowns due to sensory overload in class. Large beanbags distributed across the school. Learning Skills 1&2 remain accessible as Safe Places. Tents are available for classrooms and outside classroom spaces.
To ensure all day and residential trips are	2026-2029 investigation	2026-2029	Trip Leaders and	All trips, both day and

accessible and are reasonably adjusted to be inclusive for all pupils.	of venues, with regards to accessibility via pre-visits and discourse with providers.		SENCo/Head of Learning Skills, EVC	residential are accessible and reasonably adjusted to be inclusive for all pupils
Examination concessions including additional time/prompts/movement breaks/smaller rooms to be provided for tests/exams as recommended by external agency reports.	Where appropriate, pupils with extra time or movement breaks etcetera to be sited in an alternative classroom.	2026-2029	Head, DH & SENCo/Head of Learning Skills	Pupils supported as per recommendations from Diagnostic Reports.
To continue to offer social communication and wellbeing Support groups across the school.:	Weekly , Social Detective, Comic Strip Conversations, Social Lego and Social Skills when needed.	Social Stories Comic Strip Lego Socially Speaking (LDA)	SENCo/Head of Learning Skills & SEND Support Staff	Currently running in Year 1&2, Year 4 & 5.
Wave 3 TA support for pupils with complex needs and/or EHC Plans – funded by KCC or by parents.	Recruiting the right Personnel; employed by school or agency staff	2026-2029	Head of Learning Skills/SENCo	Improved outcomes for EHCP pupils. Reviewed as part of EHC Plan Annual Review or during Parent Meetings
Scribe and/or reader to be provided as recommended by external agency reports	Pupils to be sited 1:1 with reader/ scribe, in an alternative classroom.	2026-2029 for formal assessments and external examinations	DH SENCo/Head of Learning Skills in accordance with diagnostic report recommendations.	Pupils supported as per recommendations from external specialist multiagency staff
Identify all pupils requiring assisted technologies to support learning as part of their 'normal way of working'.	Pupils to be given or to be directed to training in the use of assisted technologies Staff training on assisted	2026-2029	ICT coordinator & SENCo/Head of Learning Skills	Pupils are able to use digital technologies with proficiency

	technologies when required.			
LAMDA. Improve pupil communication, self-esteem and public speaking skills	Continuation and development of programme.	In school examinations through LAMDA examining board.	LAMDA Coordinator & LAMDA Tutors.	LAMDA Awards; Grades 1-8
Nurture Group. Variety of activities including cooking, board games, art & craft and Drama.	Social communication skills	To be timetabled when needed.	SENCo/Head of Learning Skills & SEND Staff	Improved social communication skills and understanding of non-verbal cues. Reviewed termly.
BEAM programme. Improvement in gross motor skills and coordination. Used as an assessment tool.	Screening tool for EYFS; Balls Skipping ropes Yoga mats	2026-2029	PE Staff	Nursery are assessed at the beginning of the autumn term. Additional pupils completed as requested on EHC Plans or OT support.
Needs of all pupils with 2026-2029 medical conditions are identified and support strategies are to be established.	Individual Health Care Plans (IHCP) to be written	2026-2029	School Nurse, SENCO/Head of Learning Skills Form Teachers	Pupils with ongoing medical conditions can attend school wherever possible
Identify all children who may require enhanced printed material due to impaired eyesight or dyslexic friendly font Concessions applied for all external assessments.	Updated pupil needs to be shared with teaching staff Printed material to be scaled to A3 if required. Overlay colour used decided in liaison with specialists	2026-2029	DH, SENCO/Head of Learning Skills, Medical team & external professionals	In line with concession recommended by external professionals
Identify all children who may require enhanced hearing facilities due to impaired hearing. Concessions applied for in all external exams.	Assess need when appropriate and discuss with parents Staff training on enhanced	2026-2029	SENCo/Head of Learning Skills, Medical team Parents	Pupils able to access learning coverage and make progress aligned to cognitive abilities with

	hearing facilities			barriers removed.
Identify the needs of each EAL pupil, ensuring a clear progressive programme is developed to maximise acquisition of English.	Programme of staff induction and training to include strategies to differentiate, develop vocabulary and an awareness of cultural diversity	Staff training and induction for new staff if required.	EAL coordinator & SENCo/Head of Learning Skills	Pupils for whom English is an additional language, are moving through the classification codes, as per the EAL policy. This can be demonstrated in the EAL register
Identify all children who are falling behind the expected levels of development, including in the EYFS. Wave 1/2/3 interventions provided appropriate to need.	Identify through collaboration with SENCo/Head of Learning Skills, external agencies, subject specialists and class teachers and through detailed tracking in all areas of learning	2026-2029	All academic staff	Pupils are receiving focused support for any barriers to learning and gains are being made, thus the trajectory is a positive one Interventions follow an APDR approach.

Actions to improve the physical environment to enable those with disability to take better advantage of the education and facilities

Targets	Strategies	Timing	Responsibility	Success criteria
Audit of site with focus on those with a physical disability.	Site audit to be carried out by School Nurse, SENCo/Head of Learning Skills, Bursar & Site Manager	Annually	School Nurse/Head of Learning Skills, Bursar, Site Manager	Adaptions to premises to be made whenever possible and appropriate.
Provision of disabled WC in pre-prep	Re- design required for pre-prep. Existing provision included in multiple adjacent buildings (sports hall & main blocks)	Medium to longer term	Bursar	Disabled WC access
Building	Risk Assessments in place Specialist	2026-2029	School Nurse and	Accessibility; Improved

	equipment including walker, trolley and chair. Lift keys provided for staff including		SENCo/Head of Learning Skills following consultation with pupil, OT or Physiotherapist.	access to all facilities and maximum participation in curriculum.
Enable disabled pupils and visitors to park within reasonable distance of the school.	School office staff to be made aware of disabled visitors and to ensure parking bay nearest to the school is available	2026-2029	School Receptionist Bursar & Site Manager	Improved access to school site Add to School Travel Plan and parking map
Provide ramp access to main doorways	Portable ramp available to support access to main doorways	Complete	School Nurse, SENCo/Head of Learning Skills, Bursar & Site Manager	Improved access to school site
Maintenance of safe corridors and fire escapes	Daily checks by school caretaker	2026-2029	Site Manager	Corridors and fire escapes are consistently kept clear, thus people with disabilities can move safely around the school
Maintenance of treads of staircases in the school buildings to be maintained	Daily checks by school caretaker	2026-2029	Site Manager	Safe passageway on staircases to be provided for all persons.
Review the needs of any partially sighted pupils or staff, considering the necessity for stair strips, and on external steps yellow non-slip paint	Identify needs in liaison with School Nurse and SENCo/Head of Learning Skills, should a pupil with partial or no sight be admitted to the school in accordance with diagnostic recommendations.	2026-2029	Head, Assistant Head, School Nurse & SENCo/Head of Learning Skills, Site Manager & Parents	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Review the needs of any hearing-impaired pupils or staff, considering the necessity for hearing loop/sound field, and the appropriateness	Identify needs in liaison with School Nurse, SENCo/Head of Learning Skills, should a pupil/staff member with a hearing impairment admitted to the	2026-2029	Head, Assistant Head, School Nurse & SENCo/Head of Learning Skills & Parents	Learning experiences of pupils with hearing difficulties enhanced

of linking this to the fire alarm	school in accordance with diagnostic recommendations.			
Review the needs of any light sensitive pupils or staff, considering the need for black out blinds and anti-glare covers for desktop computers	Identify needs in liaison with SENCo/Head of Learning Skills or Head in accordance with diagnostic recommendations.	2026-2029	Head, Assistant Head & SENCo/Head of Learning Skills	Reasonable adjustments to school environment will have been made

Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors

Targets	Strategies	Timing	Responsibility	Success criteria
Ensure documents are accessible for pupils with visual impairment Concessions requested ahead of external exams.	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation Use of coloured backgrounds to aid dyslexic pupils	2026-2029	Class teachers Teaching assistants & SENCo/Head of Learning Skills	Pupils able to access school documentation
Enhance staff awareness of provision of resources for pupils, staff, parents and visitors with disabilities	Programme of staff training	2026-2029	Head, Assistant Head & SENCo/Head of Learning Skills, Site Manager & Bursar	Delivery of information is accessible to all

This policy reviewed and updated Summer 2026

Mike Bryan, Bursar, Imogen Scarbrough, Deputy Head, Jane Morgan, SENCo/Head of Learning Skills, Victoria Robinson, Head of Pre-Prep and Keiran Bradbeer, Head of Teaching & Innovation

Refer to the School Site Plan