

Accessibility Plan Rosedale Primary 2026-2029

To chat to us about this plan, please get in touch



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Welcome to our 3 Year Plan for SEND

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1. Introduction

Since 2002, educational institutions have been mandated to develop Accessibility Plans. While common perceptions may limit accessibility to physical modifications such as accessible restrooms and ramps, the scope of accessibility extends significantly beyond structural adaptations. For many students with diverse needs, including those with conditions such as ADHD, true accessibility necessitates the provision of tailored resources and strategic interventions. Examples include the availability of wobble cushions, individualised reward systems, sensory regulation tools (e.g., fiddle toys), opportunities for movement breaks, and the implementation of sensory circuits. These measures can be achieved without extensive structural alterations.

This Accessibility Plan articulates our foundational philosophy, strategic objectives, and the concrete measures we intend to implement to enhance accessibility across our academy. Our comprehensive approach encompasses both physical adjustments and pedagogical and environmental strategies designed to support all members of our community, including both students and adults. It is important to acknowledge that complete barrier removal may not always be feasible. In such instances, our commitment lies in collaboratively devising innovative solutions to mitigate or overcome existing barriers. We invite you to continue reading to learn more about our commitment to fostering an inclusive and accessible environment.

2. Our Goals

Our goals reflect our academies ambitions. They are also based on what parents and children say is important to them.

1 All children have been exposed to a good range of disabled role models (including both milder and more severe needs).	2 There is no bullying of children because of their SEND.	3 Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.
10 Attendance of SEND pupils is better than the whole school average.	11. The school will foster a pervasive culture of understanding, acceptance, and celebration of diversity, where all pupils feel valued and belong regardless of their needs.	4 All pupils are given the opportunity to make a positive contribution to the life of the school including extended school opportunities
9 Families of pupils with SEND will feel fully engaged and empowered as active partners in their child's education, regularly contributing to and receiving feedback on their child's progress and support.		5 All pupils with SEND will have clearly defined, ambitious, and regularly reviewed individualised learning pathways that cater to their specific needs and strengths.
8 Pupils with SEND will demonstrate increased self-esteem and confidence in their abilities and contributions.	7 All children with disabilities are offered effective interventions to understand their difficulties as soon as possible (in liaison with parent wishes).	6 Pupils with SEND will develop increasing independence in their learning and daily routines, acquiring essential life skills relevant to their age and future aspirations.

3. Accessibility Areas

Our approach to accessibility recognises that inclusion goes beyond physical adjustments. We consider a broad range of needs to ensure that every member of our school community can engage, participate, and feel valued. When planning communication, learning, and community events, we reflect on:

- What factors might influence each area of need
- The unique needs within our school community
- Why it is important to consider these needs when engaging with pupils, parents, and carers

Cultural Understanding

Comprehending and respecting diverse customs, beliefs, and practices. Promotes empathy, open-mindedness, and engagement with multiple perspectives.

Visual Needs

Relating to how individuals process and perceive visual information, including lighting, readability, and sensitivity.

Audio Needs

Concerning sound quality, clarity, and accessibility. May include hearing aids, captioning, or quiet spaces.

Motor Needs

Relating to physical movement and coordination. Includes use of assistive tools and accessible spaces.

Cognitive Needs

Involving mental processes such as learning, memory, and organisation.

Emotional Needs

Focused on feelings, confidence, and well-being.

Personal Preferences

Reflecting individual choices and communication preferences.

4. Our Plan

What's in our plan?

Our plan in three parts:

- Our children's learning
- Our classrooms and buildings
- What we write

What's not in our plan?

The Accessibility Plan focuses on making things "better" rather than just maintaining existing improvements. For instance, repainting steps for safety isn't included because it's maintenance. However, renewing autism training is included because it enhances staff skills and ultimately improves life for SEND pupils. The guiding principle for inclusion in the plan is whether an action will result in a better outcome by the end of the three-year plan compared to its start.

A note on terms used

- SENDCo = Special Educational Needs & Disabilities Co-ordinator
- SBM = School Business Manager

Our pupils' Learning

This means what and how we teach children, including in their class, small groups or 1:1 work. It's our biggest section.

When & Who	Target	Comments
ALL staff Sept 26 onwards	All children have been exposed to a good range of disabled role models (including both milder and more severe needs).	Assemblies to take place to promote this. Opportunities within the curriculum to look at the achievements of those with disabilities. Opportunity for those with disabilities to share their story (if they would like to) to again promote themselves as a disabled role model. Audit resources and curriculum provision
All staff	There is no bullying of children because of their SEND.	Staff training in restorative questions when children have picked on or been unkind to a peer with SEND. All allegations will be investigated
All Staff	Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.	Opportunities within the curriculum to look at the achievements of those with disabilities. Opportunity for those with disabilities to share their story (if they would like to) to again promote themselves as a disabled role model. Audit resources and curriculum provision
All Staff (PD Lead/SEND CO)	Ensure that all pupils are given the opportunity to make a positive contribution to the life of the school including extended school opportunities.	Monitor representation in pupil leadership groups. Monitor extended schools registers Audit sustainability of activities. Complete any necessary risk assessments
SEND O termly	Monitor and analyse the attainment of pupils with SEND and act upon trends and patterns within the data.	Pupil progress meetings Assessment for learning Scrutiny of resources/provision Analysis of data SEND plan do review meetings Liaison with parents SEND impact report shared with governors
SEND CO/ All Teachers/ Staff	All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months.	Welcomm in F1 and Welcomm and Neli interventions in F1 and F2. Phonics intervention to continue into KS2 for those who need it. Drama/oracy opportunities regularly planned for. Continue to ensure that Kagan approach is used effectively throughout school.
All Staff	All children with disabilities are offered effective interventions to understand their difficulties (in liaison with parent wishes).	Interventions implemented across school. Interventions regularly monitored by intervention leads. Changes made to groups based on formative assessment.

	Our twice yearly parent sessions are co-produced and enhance the level of SEND know-how in our families	Parent sessions to take place twice annually. All parents of children on the SEND register invited.
All Staff	Ensure full access to the curriculum for all. Engaging with professional agencies to provide support and advice for working with children with additional needs.	Ensure activities and resources are differentiated. Audit use of interactive and ICT equipment Ensure specific equipment is sourced from occupational therapy and specialist agencies if needed. Staff trained to support children with SEND effectively within the classroom. Intervention programmes implemented to target specific gaps in learning for identified pupils including those with SEND.
Attendance Lead / All Staff Fortnightly tracking	2026/27 attendance of SEND pupils to be in line with school average.	Attendance closely monitored and intervention takes place when negative trends identified. PAs identified and worked alongside this year Support for parents who are finding it difficult to get their children into school.

Our Classrooms and Buildings

When & Who	Target	Comments
SEND/CO/ SBM Sept 26	We will review fire evacuation information in the infant building to ensure that it is communication friendly.	The information should be easy to access for emerging-readers to access.
SBM - by 29 unless needed	We will make the KS2 building reception accessible via a portable ramp.	FS2, KS1 and Y4 can all be accessed by people who need flat level access. Our KS2 building entrance is not currently accessible via flat level.
SMB/ HOS	When the need for repair / renovation arises, we will have contrasting colour nosing. If a new/existing pupil needs this, we will act on this sooner.	Steps that have a different colour to mark the edge are safer and more accessible for people with vision or physical difficulties. We may not do this in three years, but by adding it here, it shows our plan to do it either as the need arises or as soon as we next work on the KS2 building internal steps. 

Our Written Information

When & Who	Target	Comments
SENDCO Sept 26 - ongoing	We will revisit our approach to display so that it balances inspiration with the right levels of stimulation.	SENDCo will table this at a senior leadership team meeting so that it can be discussed and this can then be fed back to staff to sustain or tweak practice.
HOS All Staff Ongoing	We will include subheadings in the half termly newsletter so it is clear which class(es) each paragraph relates to and include visual examples	The newsletter has a very predictable layout. This step enables parents who find reading harder to skip sections to find the parts that matter to their child, e.g. "Y4 The Conisborough Trip is on 4th May..." Where there is not enough space for subheadings, we will state the target group at the start of the sentence, e.g: <i>"Y4, Y5 and Y6 children have been invited to Oaks Cross Country Club"</i>
Office Team From Sept 26	We will update signage (in reception, entrance) so that we are clearer that parents who, for example, feel overwhelmed can ask for help. This will also be referenced on all forms.	Signage will say "School Forms giving you a headache?  Please come to reception if you are stuck or struggling. We'll do our best to lend a hand. Heath Forms giving you a head ache?  Please get in touch with our Pastoral Lead, Mrs Bewick, if you are stuck or struggling. She'll do her best to lend a hand. Contact her via reception or email: admin@rosedale

SENDCO Termly during CPD / briefing	We will provide staff briefing/training on accessibility to office staff.	Staff awareness of access issues enhances the accessibility of written information from the office. Training would include: • The Flesch Kincaid scale • Tools for converting pdfs • Alt text • Dyslexia friendly approaches • How adults with literacy difficulties might complete forms via speech to text and text to speech • How screen readers work • VI friendly fonts • How to MLP This means that the base level of accessibility is improved and that staff are well placed to respond very quickly to requests for accessible formats.
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4. How do we monitor this Plan?

Our SENDCo will review this plan every July

This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing colleagues if targets need further work to get them complete.
- Reminding colleagues what they need to do this year.

The SENDCo then puts the updated plan onto our website.

The updated plan can help our SENDCo to write the next year's SEND development plan. This plan and the SEND development plan will not ever match perfectly but they will overlap.

Asking People

We would ask about this plan in our annual survey of parents, but we know that not every parent wants to read it. So we will ask questions that help us plan the next steps, e.g: *"If you had a magic wand, what one thing would you change about our SEND provision?"*

We will also ask this question when getting children's views for review meetings once a year.

This gives us lots of small bits of information that help us reflect on successes and plan our next steps.

Our Governors

Our Governors agree that the principal can approve the plan. It doesn't need to be given to governors to approve. However, the SEND governors will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been. We have set some really big goals. Some of our goals might even be too big. But let's try our best to reach them – because they are things that matter to the lives of people, both young and old.

5. Extra Info

Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
 - Dyslexia
 - Language delay
 - Anxiety
- Disability means a person has a long term condition that has a substantial impact on their daily life, for example:
 - Autism
 - Downs Syndrome
 - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how severe the condition is. We recognise that some people don't consider themselves disabled, but take a view that it is the world around them that disables them, rather than their condition. This is sometimes called the "social model of disability".

Our plan simply wants to improve lives of children and adults with SEND regardless of:

- whether someone's needs are classed as "SEN" or "disabled" and
- whether it is their disability or the world that disables them.

Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We put both in the same place and call it our plan so it is clear that it is about **what we will do**.

Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Make reasonable adjustments so that staff can fully access the workplace.