



ROWHILL SCHOOL

Accessibility Plan

Accessibility Plan

Responsibilities

Status	Statutory
Review cycle	Every 3 years
Key school staff member & role	Sam Owen – School Business Manager
Current policy written / reviewed	July 2025
Ratified by the governing body	
Next review due	

Version control details

Version number	Date of version	Details of updates, changes or review
1.0	June 2025	Reviewed, updated and rebranded



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1. Mission Statement

That all students should aspire to be:

- successful learners
- confident individuals
- responsible citizens
- and effective contributors

2. Vision Statement

As a specialist school that supports pupils with a range of complex special educational needs (SEN), we endeavour to employ a highly-skilled, flexible workforce who will provide support which intends to meet the aspirations of our mission statement, working closely with a range of stakeholders and partners to enhance student outcomes.

3. Ethos and Values

The school aims to be positive, innovative and demanding with high expectations while balanced with high levels of support for each pupil's well-being. The values we believe are needed to attain this ethos include:

- teamwork, partnership and support to ensure the best possible learning environment is created
- personal responsibility and leadership to ensure everyone understands their roles within the school and feels a sense of belonging and achievement
- innovation, creativity and change to ensure that the school remains at the cutting edge of teaching and learning and behavioural development
- resilient, optimistic and positive to ensure all pupils learn to cope with success and failure, to develop self-esteem
- challenge, opportunity and recognition to ensure all possible avenues for development are investigated and achievement rewarded
- honesty, trust and compassion to ensure we become an emotionally intelligent community capable of understanding the feelings of others



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4. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

5. 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:

- they have a physical or mental impairment, and
- the impairment 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

6. Scope

Rowhill School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.



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The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including:

- School Business Manager
- Members of SLT
- Premises Manager
- School community members
- Health and Safety Adviser (KCC)

7. Resources

The plan will be resourced from the school's delegated budget and devolved capital budget. Where appropriate, access to specific funding will be applied for and/or accessed, where the School is eligible. The plan is based on audits of pupil needs and current accommodation and is in line with the School Development Plan.

8. Our School Commitment

Rowhill School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to uphold a culture of inclusion, support and awareness within the school. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

9. Complaints

Our School's Complaints Policy covers the Accessibility Plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.



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10. Responsibility, Implementation, Review and Revision

Staff will be aware of their individual and collective responsibilities in relation to implementation, review and revision of the Accessibility Plan, as outlined below:

- The Headteacher is the lead for the Accessibility Plan.
- The plan will be reviewed and revised by the School Business Manager.
- The Senior Leadership Team (SLT) will monitor the progress made towards the objectives and actions identified on the Accessibility Plan termly (6 times yearly).
- The Senior Leadership Team will monitor the progress and entitlement of particularly vulnerable pupils or groups of vulnerable pupils, at least twice yearly.
- Teaching Staff will contribute toward aspects of curriculum access.
- External stakeholders' advice and guidance will be incorporated into the plan for individual pupils or groups of pupils
- The school will take advice from county advisors and related Accessibility circulars.



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11. Rowhill School's Accessibility Action Plan

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a broad, balanced and differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources are well adapted and age and/or stage appropriate for use by pupils with learning difficulties • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Software is used to promote and ensure access to the curriculum, including Widgit symbol software and Clicker 8 					



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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Stair lift ramp • Corridor width • Disabled parking bays • Accessible toilet 					



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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • External and Internal signage • Large print resources for pupils with VI • Tinted/coloured paper/overlays / backgrounds on interactive whiteboards for pupils with identified visual stress • Pictorial or symbolic representations • Immersive Reader via Microsoft 365 • Copies of information displayed on interactive whiteboards provided to pupils who have visual processing needs 					



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APPENDIX 1: Accessibility Audit

An accessibility audit was carried out in July 2025 by key members of SLT, including the School Business Manager and Health and Safety Lead.

Terminology:

Wheelchair users	Includes pupils/staff/visitors who may be using any of the equipment listed for long-term use due to a disability or illness or short-term use due to illness or injury.
Buggy users	
Walking frame users	
Mobility aids (e.g. grab rails, walking sticks, crutches)	

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by	Area of concerns raised	Further accessibility development to be considered
Number of storeys	Two storeys with lift access to the upper floor classrooms and meeting rooms. The school dining hall, school kitchen, ACP, school library, offices for some support staff and Music Room are situated on a lower level within the school building, which is accessible via a staircase with several steps. A stair lift ramp is available to access the main school into the School Hall internally or access can be gained externally of the building via level entrances.	Ensure regular checking that stair lift ramp is operational.	Premises Manager	Every 3 months	No access to current Staff Room via lift	How can school ensure equal access to the Staff Room for staff/visitors who are physically disabled or cannot use stairs safely

Commented [HT1]: the kitchen in the therapy suite can be accessed by wheelchair users via the lift (for refreshments), however there is no consistent space to occupy for breaks – but this could be if required?



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	Access to use the star lift ramp or lift is only available via the Headteacher, School Business Manager or Premises Manger, who have the access keys to activate the equipment.					
Access into building and entrances	<p>Entry intercom system is at an accessible height</p> <p>Pedestrians safer walkway marked in car park</p> <p>Two designated disabled parking spaces</p> <p>Level entrance into school Reception area</p> <p>Ramps and grab rails into main school entrance, pupil entrance, ACP entrance and deliveries entrance</p> <p>Visitors are greeted by office staff and there is a seating area which is monitored by CCTV</p> <p>Access to the School Reception is permitted by office staff and available to staff via a secure fob system</p>	<p>Monitor visibility of walkways in car park and disabled parking spaces, enabling re-marking when needed</p> <p>Ramps to be checked for accessibility and cleared of debris and animal waste when needed</p>	<p>Premises Manager</p> <p>Premises Manager</p>	<p>Ongoing, as and when needed</p> <p>Daily checks</p>	<p>The main entrance door to the secure waiting area in the School Reception is no longer on a sensor for automatic opening. There is no bell/buzzer to alert office staff that someone is waiting to gain entry.</p>	<p>How will staff/visitors/pupils gain access to the secure waiting area if they have mobility needs or are physically disabled and cannot open the door themselves, or hold it open as they enter?</p>

Commented [HT3]: can this be installed? or when reception staff buzz visitors in through the gates, can they ask them a few questions before allowing entry to the school, i.e., who are they, who are they here to see, and do they require any adjustments etc to access the building?

Commented [HT2]: these seats are also very low and none have armrests so not ideal for some individuals who would have difficulty lowering themselves into the chair and standing up again



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Corridor access	<p>Most corridors are clutter free and accessible for wheelchair users/walking frames/buggies and mobility aids.</p> <p>It may be necessary for those who use wheelchairs/walking frames to be assisted when using doors to access an area.</p>	Staff to ensure that all corridors are kept clutter-free and accessible those with mobility needs/aids.	All staff	Ongoing		
Access into office/work spaces, meeting rooms and Therapy Suite	<p>All lower ground offices/work spaces and meeting rooms have level access. The school dining hall, school kitchen, ACP, school library, offices for some support staff and Music Room are situated on a lower level within the school building, which is accessible via a staircase with several steps. A stair lift ramp is available to access the main school into the School Hall internally or access can be gained externally of the building via level entrances.</p> <p>The Therapy Suite rooms have level access. Is the corridor in the Therapy Suite and doors wide enough for wheelchair access?</p>					

Commented [HT4]: I would assume so as building regs would have stipulated this when the building work was done in 2022? The only offices that might not allow access would be the C&F team as these were existing and not changed during the more recent building work – however in the event of a wheelchair user attending the therapy suite, Elm room can be used (double doors)



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<p>Access into classrooms and teaching spaces</p>	<p>Internal All lower ground internal classrooms and spaces have level access.</p> <p>All first-floor internal classrooms and spaces have level access into the rooms and are accessible via the lift.</p> <p>To access the bike maintenance area, there is a short step down and no ramp or grab rails. For staff/pupils who may not be able to access this area safely, the equipment needed to teach/support/take part would need to be provided in a nearby and appropriate area which is accessible.</p> <p>External The 'Cabins' and 'Containers' do not have ramps or grab rails. For staff/pupils who may not be able to access this area safely, the equipment needed to teach/support/take part would need to be provided in a nearby and appropriate area which is accessible.</p> <p>The Construction Workshop has level access to enter. A Risk Assessment would be carried out prior to any pupils/staff/visitors with mobility needs or wheelchair users accessing the workshop.</p>	<p>None</p>	<p>N/A</p>	<p>N/A</p>		
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	<p>Vocational off-site lessons</p> <p>This includes Fishing.....</p> <p>Would those with mobility needs be able to access these activities?</p>					
Access to outdoor spaces	The playground area is accessible via level access.				The Forest School area and field are not accessible for wheelchair users or those with mobility issues who are unable to access these areas safely.	How will pupils/staff/visitors who have mobility needs or are wheelchair users able to access these areas? If they cannot, what alternative plans will be in place to ensure equity of access to the curriculum for pupils, continuation of teaching of staff, access to see the area for visitors?
Accessible toilet	There is one accessible toilet available in the Primary Department which can be used by all pupils/staff/visitors if needed who have accessibility needs and/or are transgender or have had gender reassignment.	None	N/A	N/A	The emergency pull cord/alarm mechanism has been de-activated.	How will disabled people who use the accessible toilet alert others that they may need assistance or urgent help whilst in the toilet?



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Accessible transport	Are any of the School's minibuses accessible for wheelchair users/those with mobility issues?					
Hoists	There are no hoists within the school	None	N/A	N/A		
Signage	Most external signage is text with Braille also. Most internal signage is text only with some having symbols or visual representation of the room name/purpose.	Explore this in more detail as part of Accessibility Plan to improve signage for pupils, visitors and staff.	SLT	December 2025	Not all signage is consistent around the school.	How can we ensure consistency of signage around the school to ensure that it is accessible, reduces anxiety for and increases safety of pupils, visitors and staff?
Emergency escape routes	All lower ground classrooms and spaces have level access or ramps to emergency exits, apart from the emergency exit opposite the Boys' toilets in the Primary department. Personal Emergency Evacuation Plans (PEEP) are completed for pupils/staff and visitors where they may have difficulty or need extra assistance evacuating the building in an emergency.	Explore if a ramp is required for the emergency exit opposite the Boys' toilets in Primary.	Sam Owen	July 2025	In terms of the lift not being able to be used in an evacuation (e.g. fire), there is no way of evacuating wheelchair users, those with mobility issues or those who may have had seizures/fainted safely down the stairs.	Purchase and fit Evac chairs for the three stair cases which may be used to evacuate the building in an emergency. 1. Internal stairs in the drum 2. Internal stairs by Staff Room 3. External stairs by the Therapy Suite.

- END OF POLICY -