Our Rock Academy

Accessibility Plan

" A nurturing, ambitious and inclusive school where every child feels known, valued and connected."

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Version Control

Date	Revisions

Purpose

Our Rock Academy is committed to providing an inclusive learning environment where every pupil can participate fully in school life. We recognise our duties under the Equality Act 2010 and are committed to making reasonable adjustments to ensure that disabled pupils, staff, parents, carers and visitors are not placed at a disadvantage.

This plan sets out how the school will:

- increase access to the curriculum;
- improve the physical environment; and
- improve access to information for disabled pupils and adults.

Accessibility is considered whenever new resources are purchased, changes are made to the curriculum or alterations are made to the school site.

Legal Framework

This plan has been developed with reference to:

- Equality Act 2010.
- Special Educational Needs and Disability Code of Practice (2015).
- Independent School Standards Regulations.
- Children and Families Act 2014.

Current Position

Our Rock Academy is a specialist independent school for pupils with Special Educational Needs and Disabilities.

Pupils benefit from:

- personalised learning programmes;
- small class sizes;
- adaptive teaching approaches;
- individual support where required;
- therapeutic support where appropriate.

Accessibility is considered as part of the school's ongoing development. Individual needs are identified through the admission process and reviewed regularly to ensure appropriate reasonable adjustments are in place.

The school recognises that there are currently some limitations within the physical environment. At present, there is no accessible toilet, and wheelchair users are unable to independently access the upper playground or the mobile classroom accommodation. Until improvements are made, the school will implement reasonable adjustments, individual risk assessments and alternative arrangements where appropriate to ensure disabled pupils can participate in learning and school

life as fully as possible. Accessibility will remain a key consideration in future site development and refurbishment.

Increasing Access to the Curriculum

The curriculum is designed to be accessible for all pupils regardless of need or disability.

The school will:

- provide differentiated and adapted learning activities;
- use assistive technology where appropriate;
- provide alternative methods of recording learning;
- ensure educational visits are accessible wherever reasonably possible;
- review individual accessibility requirements through annual reviews and transition planning;
- provide staff training on inclusive teaching and reasonable adjustments.

Improving the Physical Environment

The school will continue to develop an environment that supports safe and independent access.

This includes:

- maintaining step-free access where possible;
- ensuring learning spaces remain accessible;
- planning for the provision of accessible toilet facilities as part of future site development;
- maintaining appropriate lighting throughout the building;
- ensuring signage is clear and easy to understand;
- considering accessibility whenever refurbishment or building works take place.

Where individual pupils require additional adaptations, these will be considered through the school's reasonable adjustment process.

Improving Access to Information

Information will be provided in formats that meet individual needs wherever reasonably practicable.

This may include:

- electronic documents;
- enlarged print;

- simplified language;
- visual supports;
- symbol-supported resources;
- alternative communication methods where required.

Parents and carers may request information in an accessible format.

Accessibility Action Plan

Priority	Action	Lead	Timescale	Success Criteria
Curriculum	Review curriculum resources to ensure they can be adapted to meet individual needs.	Headteacher	Ongoing	Pupils can access learning successfully.
Curriculum	Deliver annual staff training on adaptive teaching and reasonable adjustments.	Headteacher	Annually	Staff demonstrate confidence in inclusive practice.
Physical Environment	Complete an accessibility audit of the site and develop a phased programme of improvements, including accessible toilet provision and improved access to all learning and outdoor spaces.	Governing Body / Headteacher	Year 1	Accessibility improvement plan approved and reviewed annually.
Physical Environment	Consider accessibility as part of all future building works and refurbishment, prioritising accessible toilet facilities and step-free access to the upper playground and mobile classroom accommodation where reasonably practicable.	Governing Body	Ongoing	Accessibility improvements incorporated into future site developments.
Information	Provide school information in accessible formats when requested.	Headteacher	Ongoing	Requests met promptly.
Website	Review website accessibility annually.	Headteacher	Annually	Website remains accessible and compliant.

Priority	Action	Lead	Timescale	Success Criteria
Admissions	Assess accessibility needs before pupils join the school and implement reasonable adjustments where required.	SENCO	Every admission	Pupils access learning from their first day.
Admissions	Review the accessibility of the school environment before admitting any pupil whose needs may require additional physical adaptations, and identify any reasonable adjustments required.	SENCO	Before admission	Accessibility needs identified and planned for before the pupil starts.

Monitoring and Review

The Headteacher is responsible for monitoring the implementation of this plan.

Progress will be reviewed annually by the Governing Body to ensure actions remain appropriate and continue to meet the needs of pupils, staff and visitors.

The plan will also be reviewed if there are significant changes to the school premises, legislation or the needs of the school community.