



CORE
EDUCATION
TRUST

Accessibility Plan

Approved by:	Board of Trustees	Date: 19/10/23
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Monitoring & Review	3 years - school	

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Accessibility Plan 2023-24 – Rockwood Academy

1. Introduction

- All academies within CORE Education Trust share common values and an ethos that every child matters. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.
- Each academy within CORE Education Trust shall ensure that:
- the special educational needs of students will be addressed and student will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
- it has a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEN record held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.
- This accessibility plans lays out the aims, targets and strategies to ensure that all SEND students have equality of access to all aspects of provision at Rockwood Academy

2. Accessibility Plan

AIM	TARGET	STRATEGIES (short, medium & long term)	OUTCOMES	TIME FRAMES	GOALS
Increasing the extent to which pupils with disabilities can participate in the school curriculum	<i>Accessible curriculum content and support in accessible formats for all pupils with disabilities</i>	<p>Short-term: <i>Ensure staff are aware of individual needs and provide necessary adaptations/ interventions , where needed.</i></p> <p>Medium-term: <i>Implement regular checks to monitor the effectiveness of support and identify areas for improvement .</i></p> <p>Long-term: <i>Conduct periodic reviews of support with input from parents, professionals , and relevant staff to ensure curriculum access remains appropriate and effective.</i></p>	<i>Enhanced engagement and participation in the curriculum for pupils with disabilities</i>	<i>Immediate support with daily monitoring, reviewed termly.</i>	<i>Improved delivery of curriculum to pupils with disabilities</i>

<p>Improving the physical environment of the school to increase access to education by pupils with disabilities</p>	<p><i>Accessible facilities, including safe travel routes and designated areas for support.</i></p>	<p>Short-term: <i>Identify and implement immediate accessibility measures, such as reserved parking and use of lifts or ramps.</i></p> <p>Medium-term: <i>Staff to oversee the safe use of facilities and provide support areas during high-traffic times.</i></p> <p>Long-term: <i>Review the physical environment regularly and make improvements based on feedback from students' parents, and professionals</i></p>	<p><i>Increased physical access and safety for all pupils with disabilities</i></p>	<p><i>Implement daily measures with an annual review for long-term improvements.</i></p>	<p><i>Ensure all school facilities are safely and easily accessible to pupils with disabilities at all times.</i></p>
<p>Improving the delivery of information to pupils with disabilities</p>	<p>Timely and accessible communication methods for all pupils with disabilities</p>	<p>Short-term: Use alternative formats (e.g., large print, braille, or digital resources) to communicate essential information.</p> <p>Medium-term:</p>	<p>More effective and inclusive communication, leading to improved understanding and engagement.</p>	<p>Ongoing improvements with termly reviews.</p>	<p>Deliver all school information in accessible formats, allowing pupils with disabilities to receive and understand</p>

		<p>Develop staff CPD programs to ensure they are equipped to provide information in accessible ways.</p> <p>Long-term: Collaborate with local services to stay updated on best practices for accessible information delivery.</p>			d it equally.
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3. Monitoring and Evaluation

Rockwood Academy will ensure the successful delivery of this accessibility plan through the following monitoring and evaluation strategies

- Conduct regular reviews at key meetings, such as Senior Leadership Team (SLT) meetings, to evaluate the impact of accessibility strategies and address any barriers to student participation.
- All staff to work collaboratively with parents, caregivers, and external agencies to monitor and improve the effectiveness of support, ensuring that provisions are appropriate and outcomes are achieved.
- SENCO, to maintain and regularly update records of support for students with disabilities, while ensuring all staff are involved in implementing strategies and making necessary adjustments.
- Ensure that students with disabilities engage in school activities alongside their peers, with staff accountability for fostering an inclusive and supportive environment.
- SENCO to perform an annual review of the accessibility plan, ensuring that all strategies and decisions are compliant with relevant laws and tailored to meet the evolving needs of students.