

Roseberry Academy

Accessibility Plan 2026-2029



Academy	Roseberry Academy
Trust	Enquire Learning Trust
Plan period	September 2026 to September 2029
Plan owner	Principal and SENDCo
Approval	Academy Improvement Committee (AIC)
Review	Annual progress review each September, or sooner if needs, premises or statutory guidance change
Version	1.0
Published	September 2026
Next annual review	September 2027
Next full review	September 2029
Status	Approved
Approved by	ELT Academy Improvement Committee (Roseberry and Stokesley)

1. Our commitment

Roseberry Academy is committed to ensuring that every child is valued, supported and enabled to achieve their full potential. We aim to remove barriers so that disabled pupils can participate, belong and succeed academically, socially and emotionally. Accessibility is therefore considered in curriculum design, teaching, communication, enrichment, visits, routines, premises management and future development.

The academy will make reasonable adjustments and plan proactively for pupils with disabilities. Decisions will be informed by pupils and their families, staff knowledge, professional advice, risk assessment and review of impact. Adjustments will be individual, proportionate and designed to promote dignity, safety, independence and full participation.

2. Statutory framework and purpose

This plan has been prepared with regard to the Equality Act 2010, including the duties placed on schools not to discriminate against disabled pupils, to make reasonable adjustments and to prepare an accessibility plan. It also reflects the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years.

The plan sets out how Roseberry Academy will, over time:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment so that disabled pupils can take greater advantage of education, facilities and services; and
- improve the availability of accessible information for disabled pupils and their families.

For the purposes of this plan, disability has the meaning given in the Equality Act 2010: a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. This can include physical, sensory, learning, communication, mental health and long-term medical needs, including impairments that may not be immediately visible. Not every disabled pupil has special educational needs, and not every pupil with SEN will meet the Equality Act definition; however, there is significant overlap.

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3. Roseberry Academy context

Roseberry Academy is an inclusive mainstream primary academy and nursery. The current estate is arranged across upper and lower school buildings, with extensive outdoor areas including playgrounds, grassed areas, a trim trail and woodland. Because pupils move between areas of the site, accessibility planning must consider routes, transitions, lunch arrangements, outdoor learning, events and emergency procedures, as well as classroom access. The academy is also planning for the future development of its buildings. Accessibility will be an explicit consideration in any refurbishment, capital project or new-build design so that the environment supports the widest possible range of pupils, staff and visitors from the outset.

4. Consultation and development of the plan

This plan is informed by the academy's knowledge of current and prospective pupils, SEND review activity, curriculum and premises monitoring, and feedback from pupils and families. During annual review, leaders will seek proportionate input from disabled pupils, parents and carers, staff, the AIC, Trust colleagues and relevant specialists. Consultation findings, decisions and any reasons for deferring an action will be recorded so that priorities remain responsive, transparent and achievable.

5. Principles

- Every pupil is entitled to a broad, balanced and ambitious curriculum.
- Accessibility is everyone's responsibility. Class teachers retain responsibility for the day-to-day education and inclusion of pupils in their class.
- Barriers will be anticipated wherever reasonably possible rather than addressed only after a difficulty arises.
- Parents' and carers' knowledge of their child, and pupils' own views, will inform planning and review.
- Disabled pupils will be enabled to take part in trips, clubs, performances, sport, outdoor learning and wider academy life alongside their peers wherever reasonably possible.
- Health, safety and safeguarding requirements will be met without using them as an automatic reason to restrict participation.
- Information about individual needs will be shared appropriately and confidentially with staff who need it.

6. Responsibilities, resources, monitoring and review

The Principal has overall responsibility for the implementation of this plan. The SENDCo coordinates accessibility planning for individual pupils and advises staff on reasonable adjustments. The site team and Trust colleagues support premises assessment and improvement. Teachers identify and remove barriers in teaching and wider provision. The Academy Improvement Committee monitors implementation and holds leaders to account. Progress against the action plan will be reviewed at least annually. Evidence may include pupil and parent voice, provision reviews, learning walks, curriculum and website audits, participation records, staff training records, premises checks, risk assessments and records of reasonable adjustments. The plan will be updated sooner where a pupil's needs, the academy estate, statutory guidance or planned capital works require this.

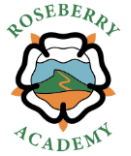
The academy and Trust will have regard to the need to allocate adequate staffing, professional development and financial resources to implement this plan. Priorities will be considered through academy and Trust budget, estates and improvement-planning processes. Where an action cannot be completed within the intended timescale, leaders will record the reason, interim reasonable adjustments and a revised review date.

The Principal will report progress to the AIC at least annually. Monitoring will evaluate implementation and impact, not only whether an activity has taken place. The plan will be revised during its three-year period where review identifies a change in need, barrier, risk or opportunity.

The academy will maintain a supporting accessibility audit covering curriculum access, the physical environment and accessible information. The audit will record the current position, identified barriers, existing adjustments, required actions, priority, resource implications, review dates and evidence of impact. A concise summary of significant findings and progress will inform the annual review of this published plan.

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7. Publication and links with other documents

This plan will be published on the academy website. A paper copy or an alternative accessible format will be provided on request. It should be read alongside the academy SEND Policy and SEND Information Report, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy, Admissions Policy, Behaviour and Anti-Bullying arrangements, Health and Safety Policy, Emergency and Evacuation Procedures, Educational Visits procedures, Complaints Policy and Academy Improvement Plan.

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8. Accessibility action plan

The priorities below form a live improvement plan. Individual reasonable adjustments will continue to be made whenever they are needed and will not be delayed until a scheduled review date.

A. Increasing access to the curriculum

Priority / intended outcome	Actions	Responsibility	Timescale	Success criteria / monitoring
Embed consistent adaptive teaching and reasonable adjustments	Audit classroom practice and learning environments against pupils' current needs. Ensure SEND Support Plans identify precise adaptations, resources, aids and intended outcomes. Review impact through the assess-plan-do-review cycle.	SENDCo; teachers; SLT	Ongoing; termly review	Plans are precise and current. Monitoring shows adjustments are used consistently. Pupils and families report improved access and participation.
Strengthen staff knowledge and confidence	Use the staff CPD cycle to address the academy's current profile of need, including communication and interaction, cognition and learning, sensory/physical needs and social, emotional and mental health. Include induction for new staff and practical follow-up.	SENDCo; Principal	At least termly	Training records and staff voice show improved confidence. Learning walks evidence appropriate strategies in daily teaching.
Improve access to communication and oracy	Use visual supports, pre-teaching, vocabulary instruction, alternative methods of response and appropriate assistive technology. Ensure the academy's oracy approach includes pupils with communication needs and supports every child to find their voice.	Oracy lead; SENDCo; teachers	2026-2029	Pupils with communication needs participate more confidently. Pupil voice and curriculum monitoring demonstrate equitable access.

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Priority / intended outcome	Actions	Responsibility	Timescale	Success criteria / monitoring
Ensure equitable participation in wider academy life	Plan adjustments for clubs, performances, sport, residentials, visits, outdoor learning and community events. Record accessibility considerations within trip planning and individual risk assessments.	Visit and club leaders; SENDCo	Before each activity	Participation is not unnecessarily limited by disability. Adjustments and decisions are documented, reviewed and discussed with families.
Use appropriate resources and technology	Identify and maintain auxiliary aids, specialist equipment and accessible digital tools required by individual pupils. Seek specialist advice where necessary and train relevant staff in safe, effective use.	SENDCo; computing lead; Trust IT	As needs arise; annual audit	Required aids are available, working and used effectively. Pupils show greater independence and access to learning.
Improve transition between classes and settings	Use enhanced transition when needed, including additional visits, visual information, social stories, photographs and personalised plans. Give particular attention to movement between the upper and lower buildings and transition into or from other settings.	SENDCo; teachers; phase leaders	Termly and before transitions	Pupils and families report reduced anxiety. Information and agreed adjustments transfer promptly and are in place from the start.

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Priority / intended outcome	Actions	Responsibility	Timescale	Success criteria / monitoring
Ensure assessment arrangements are accessible	Review and record access arrangements for pupils who require them, including appropriate methods of recording, rest breaks, additional time, familiar resources and suitable working environments, in line with relevant assessment requirements. Check arrangements before statutory assessment periods and whenever needs change.	Assessment lead; SENDCo; teachers	Termly and before statutory assessments	Access arrangements are current, evidence-based and understood by relevant staff. Pupils can demonstrate their knowledge without avoidable barriers and all statutory requirements are met.
Promote positive representation of disability	Review curriculum materials, texts, assemblies, displays and wider provision so that pupils encounter positive, meaningful and non-stereotypical representation of disability across year groups and subjects. Address identified gaps through curriculum and resource planning.	Curriculum lead; subject leaders; SENDCo	Initial audit by Summer 2027; annual review	Curriculum monitoring and pupil voice demonstrate that disability is represented positively and meaningfully. Identified gaps are addressed and pupils show respect for difference and inclusion.

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B. Improving the physical environment

Priority / intended outcome	Actions	Responsibility	Timescale	Success criteria / monitoring
Complete and maintain a whole-site accessibility audit	Audit entrances, thresholds, routes between buildings, corridors, classrooms, toilets, dining arrangements, signage, lighting, acoustics, outdoor areas, parking/drop-off, evacuation and access for visitors. Consult pupils and families. Prioritise actions by risk and impact.	Principal; site team; Trust estates; SENDCo	Initial audit by Spring 2027; annual review	A costed, prioritised record of barriers and actions is maintained. Immediate reasonable adjustments are completed promptly.
Make movement across the split site safer and more accessible	Review routes used between the lower and upper buildings, including movement for lunch, assemblies, interventions and events. Put individual support, timing, supervision or alternative arrangements in place where required.	Principal; site team; SENDCo	Autumn 2026; then termly	Routes and routines are suitable for identified needs. Risk assessments reflect current pupils and avoid unnecessary restriction.
Improve accessibility of outdoor learning and play	Review access to playgrounds, grassed areas, trim trail, woodland and outdoor learning spaces. Identify reasonable adaptations, inclusive equipment, route improvements or alternative experiences where full physical access is not immediately achievable.	PE lead; EYFS lead; site team; SENDCo	2026-2029	Disabled pupils can participate meaningfully in outdoor learning and play. Pupil voice demonstrates inclusion and choice.

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Priority / intended outcome	Actions	Responsibility	Timescale	Success criteria / monitoring
Ensure emergency arrangements include disabled people	Review personal emergency evacuation plans where required. Check alarms, refuge arrangements, evacuation routes and staff responsibilities across both buildings and outdoor spaces. Rehearse arrangements appropriately.	Principal; site team; SENDCo	At admission/change of need; annual review	Current plans are available to relevant staff. Drills and reviews show arrangements are understood, safe and workable.
Embed accessibility in capital planning and future building design	Include accessibility and inclusive design requirements in discussions with the Trust, DfE and design teams. Consult users with lived experience and consider circulation, hygiene facilities, acoustics, lighting, sensory needs, signage, parking and outdoor access.	Principal; Trust estates; AIC	At each project stage	Project records evidence accessibility review and consultation. Designs go beyond minimum compliance where reasonably practicable.

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C. Improving access to information

Priority / intended outcome	Actions	Responsibility	Timescale	Success criteria / monitoring
Provide information in accessible formats	Ask families and pupils about communication needs and provide information in an appropriate format where reasonably required, such as enlarged print, simplified language, symbol support, audio, translation or an accessible digital version. Information will be provided within a reasonable time and in a format determined after considering the pupil's disability and any preferences expressed by the pupil or their parents or carers.	Office team; SENDCo; teachers	As requested; ongoing	Communication preferences are recorded and used. Requested accessible information is provided within the agreed timescale. Families and pupils can understand and act on key information.
Improve accessibility of the academy website and published documents	Undertake periodic checks of website content and uploaded documents. Use clear headings, meaningful link text, readable layouts, alt text for informative images and accessible document formats. Publish this plan and relevant SEND/equality information.	Website lead; office team; Trust support	Initial audit by Spring 2027; annual review	Key content is easy to locate and use with common accessibility tools. Identified issues are logged and addressed.
Make pupil information accessible in lessons	Check that worksheets, presentations, displays, homework and electronic resources are legible and adaptable. Provide alternatives where colour, font, density, audio or visual content creates a barrier.	Teachers; subject leaders	Ongoing	Monitoring and pupil voice show that resources support access rather than create avoidable barriers.

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Priority / intended outcome	Actions	Responsibility	Timescale	Success criteria / monitoring
Improve signage and wayfinding	Following the premises audit, review signs across both buildings and external areas for clarity, consistency, contrast, symbols and placement. Provide temporary personalised wayfinding where needed.	Site team; office team; SENDCo	2027-2028	Pupils, families and visitors can navigate the site more independently and safely.

9. Complaints and feedback

The academy welcomes feedback about accessibility from pupils, parents, carers, staff and visitors. Concerns should normally be raised first with the class teacher, SENDCo or Principal so that they can be considered promptly. Formal complaints will be managed through the academy's published complaints procedure. Raising a concern will not adversely affect a pupil's support or access to education.

10. Annual review record

Review date	Progress and impact	New or revised priorities	Reviewed by / approval