



Rossall

INSPIRING EXCELLENCE

ACCESSIBILITY POLICY

Part I: Accessibility Plan

**Part II: Assessment of Current
Accessibility of Main Buildings**

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ROSSALL SCHOOL

ACCESSIBILITY POLICY: PART I

ACCESSIBILITY PLAN 2024 - 2027

Special Educational Needs & Disability Act 2001 (SENDA)

Rossall School aims to provide a first class education for pupils aged between 0 and 18. The School is committed to a policy of inclusion and equal opportunity. This commitment is reflected in the School's day-to-day practices and procedures. The Accessibility Plan is written with reference to the SEN and Disability Code of Practice: 0-25 Years and complies with our duties under the Equality Act 2010.

The School endeavours to provide the best possible support to its pupils, does not treat disabled pupils less favourably and takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission, teaching and learning and co-curricular activities. The Admissions Policy, Equality and Diversity for Staff and Pupils Policy and Special Educational Needs and Disability Policy are available on the School website: www.rossall.org.uk.

At Rossall School our Accessibility Plan is reviewed annually by the school's Health & Safety Committee, with a focus on how School's policies, procedures and facilities are likely to affect pupils and prospective pupils who are disabled. Recommendations are made with a view to improving the accessibility of its curriculum in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.

The plan is in four parts:

1. Increasing the extent to which disabled pupils can participate in the curriculum.
2. Improving the physical environment
3. Improving the delivery of information to disabled pupils
4. Sharing resources

1. Increasing the extent to which disabled pupils can participate in the curriculum

The School pupil population already includes a significant proportion of children who have learning or physical disabilities. The special needs of these children are considered in consultation with the Head of Learning Development. The main forms of disability relate to dyslexic tendencies, short-term memory recall, Attention Deficit Disorder and Autism, however children with hearing and sight impairments are also successfully integrated and accommodated.

The Accessibility Plan has been drawn up with a view to enabling children with a wide-range of disabilities to take a full and active part in the School curriculum. In full consultation with parents and other interested parties e.g. educational psychologists, the Head of Learning Development will identify the specific needs of the child and put in place an individual educational plan. This plan will also identify reasonable adjustments that can be made to the school facilities both physical and educational.

Ideally these discussions will take place well in advance of a child's entry to the school. This will provide adequate time for needs to be assessed and reasonable adjustments to be made. At all times the need to discuss formally the arrangements with parents and/or guardians will be of paramount importance.

Special arrangements for entrance examinations will also be discussed at these meetings. These might include audio or large-print formats of entrance papers or additional time as stipulated in an Educational Psychologist's report.

Rossall School accepts that there is an important balance to be struck between the individual needs of the pupil and their desire to play a normal part in the interview and admissions process e.g. time spent with peers on the day is an important part of the occasion for all the children. The School takes special care not to inadvertently isolate in any way children with disabilities.

Staff INSET is a key part of the school's Accessibility Plan. The annual programme of training will continue to include whole staff sessions on meeting the special needs of all children at the school.

Over the next three years the following objectives have been identified within the Accessibility Plan.

- To review entrance examination into Year 7, 9 or 12 procedures enabling all children, including those with specific educational needs to show their full academic potential, this is done by accommodating pupils with exam concessions such as extra time, a reader or a typing facility.
- to introduce speech to text software and embed the use of computer readers into pupils' normal practice.

2. Improving the physical environment

Adjustments to the physical environment of the school campus are included in section 2 of the Accessibility Plan. The aim of this plan is to improve progressively physical access to all parts of the school buildings enabling children with specific physical disabilities to experience the full range of curricular and extracurricular opportunities available.

During the next few years the school is taking considerable steps to facilitate access to its buildings and sites to enable disabled members of staff to carry out their teaching duties and disabled pupils to attend their lessons. The grade 2 listed historic buildings make this very difficult. The school will implement the recommendations of the health and safety committee with regard to physical improvements to the School campus.

Houses

Whilst all or parts of the ground floors of each House are accessible, thus allowing the admission of day pupils, the provision of facilities of a physically disabled boarder's requires improvement.

Classrooms

Most entrances require ramps to be built to allow ground floor access. In some cases internal stairs require additional ramps to be constructed.

Other facilities

The School Chapel, Dining Hall and Science Block have purpose built access ramps.

Traffic and Pedestrians

Large parts of the School campus are predominantly used by pedestrians and vehicular access is limited. There is a planned programme to provide better lighting in these areas. Specially designated parking spaces for disabled drivers are available at the main School Reception at the Sports Centre. Designated walkways have been introduced and the upgrade of parking facilities is under consideration.

Toilets

Disabled toilets are located as set out in Part II of the policy.

Transport

The School's existing fleet of minibuses are not adapted for disabled use. Two of the school minibuses have the facility to accommodate wheelchairs through removal of seats. Arrangements could be made at short notice to hire minibuses should this be required.

3. Improving the delivery of information to disabled pupils

The annual departmental review of health and safety will in future include specific reference to the needs of children with disabilities e.g. the re-positioning of whiteboards, improved lighting, the introduction of hearing loops etc. Recommendations will be considered by the Health and Safety Committee and incorporated into the annual maintenance development plan.

In discussion with parents all information sent out by the School will be made available in a format appropriate to the needs of the child and/or parents. Such information will include: the School Calendar, reports and all direct information from departments. The School is very happy to discuss with all parents the details contained within the 'Joining Pack' which includes important information about School policies, rules etc.

4. Sharing resources

The School accepts that within the scope of the Accessibility Plan it will not be possible to make every part of the academic curriculum available to children with physical disabilities with immediate effect. Only over a period of several years will all parts of the campus become physically accessible.

Over this period of development the School is willing to discuss possibilities for working closely with other independent or maintained schools to meet the needs of disabled children. These might include: providing transport to other schools for the teaching of specific subjects or making use of a specialist within another school. Such discussions would take place at an early stage prior to acceptance of a place to ensure that the arrangements put in place were appropriate and had the full agreement of all interested parties.

Related policies

- Disability Policy (S9)
- SEND Policy (A6)
- Anti-Bullying Policy (W3)
- First Aid (W13)
- Administration of Medicines (W13)
- Health and Safety Policy (W14)
- Equality and Diversity for Staff and Pupils Policy (S10)

ACCESSIBILITY POLICY : PART II

ASSESSMENT OF CURRENT ACCESSIBILITY OF MAIN BUILDINGS

CURRICULUM PROVISION

Science Block

There are rooms on the ground floor. These are accessible by wheelchair. The upstairs rooms are only accessible by one of two staircases.

Ramped access to all ground floor rooms has been provided. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom. Classes to be timetabled on the ground floor.

Action: To add an additional entrance ramp in compliance with current DDA regulations.

Target Date: Sept 2026

Mathematics Block

All rooms on the ground floor have wheelchair access. Access to classrooms on the first floor is by staircase only.

Ramp access to all ground floor rooms. Lessons would be to teach in a classroom on the ground floor if necessary. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom. Provision of DDA compliant WC on ground floor.

Consideration has been made with regard to the installation of a lift from the lower to the upper floor for access to classrooms (also Business Studies and Maths) but the cost is prohibitive at this time.

Design Technology

All rooms are situated on the ground floor with good access.

Action: Further work on access will be to make sure the equipment is accessible based on the pupils' needs.

Target Date: To be adapted based on the pupils - ongoing

Art

There are three rooms on the ground floor. These are accessible by wheelchair. The two upstairs rooms are only accessible by one of two staircases. Ramp access to all ground floor rooms. Lessons would be taught in the classroom on the ground floor if necessary. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom. Disabled toilet to be provided in this area

Action: Look at the levelling in the front entrance hole to make it a better experience for someone in a wheelchair.

Target Date: July 2024

Jackson Block

All rooms on the ground floor have wheelchair access. Access to classrooms on the first floor is by staircase only. Lessons would be taught in a classroom on the ground floor if necessary. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom.

Sumner Library

This is a single storey building. There is reasonable access to the ground floor where the facilities are housed.

Action: Internal ramp access is in place but could be improved. There are three steps involved in entering the building.

Target Date: October 2024

Sixth Form Centre

This is a single storey building and access is possible to all study spaces. There is a short flight of steps to the Director of Sixth Form office.

Action: Consider ramp access to Director of Sixth Form Office

Target Date: September 2025

Junior School (James House)

Access to the ground floor is via a stepped entrance, denying wheelchair access. The upstairs rooms are only accessible by staircase. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom.

Action: Installation of ramped access to allow participation in lessons on the ground floor has been considered. This would not be possible on the front entrance due to the sharp incline of the step. As a result, plans are in place to make the side entrance accessible via ramped access.

Timeline: September 2025

Infant and Nursery School

This is a single storey building and access is possible to all rooms. There is a disabled toilet in the building.

Action: None required.

NON-CURRICULUM AREAS

Staff Common Room

The Staff Common Room is on the first floor. Access to the Common room is by staircase only. Cost of a lift is prohibitive.

Action: Installation of a CCTV camera with link to ground floor TV to be considered.

Dining Hall

The Dining Hall is situated on the ground floor. Separate ramped access for wheelchairs has been provided and automatic electronic doors.

Mondo

Access is via steps at the entrance. There is ramped access at the rear of the building.

Action: Look at the use of the back door to make it possible for access for all pupils.

Target Date: September 2026

Swimming Pool

Access to the swimming pool is via a stepped entrance, denying wheelchair access.

Action: Installation of ramped access is being considered. Restructuring the building with new reception areas should allow better access to the changing facilities.

Target Date: September 2024

Medical Centre

This is situated on the ground floor with access via a substantial ramp and handrail at the entrance.

Action: None required

Administration Block

There is access to the ground floor, but access to the first and second floors is by staircase only. There are further steps within the building making access very difficult.

Installation of a lift to the first and second floors would be prohibitively expensive. There are internal stairs within that would still render parts of the building inaccessible. Teaching members of SLE are situated on the ground floor and there are ground floor meeting rooms where other members of the SLT and administrative teams can meet pupils and other visitors. A removable ramp has been constructed, allowing access to the ground floor.

Chapel

There is ramped access for wheelchairs to the Chapel through the main entrance and secondary entrance. Disabled toilets are located in the Beecham building which is adjacent to the Chapel. Car parking is available directly outside the Chapel. Hearing loop and a comprehensive AV system have been installed in the Chapel so that assemblies and services are accessible to pupils, staff and visitors with hearing impairments and visual impairments respectively.

Action: Mark out disabled bays in the Chapel car park.

Target Date: January 2025

Sports Centre

Fully accessible for wheelchair users with a lift to the first floor. Disabled toilet and changing facilities (including showers and benches within the main changing rooms) on the ground floor. Disabled parking bays are situated directly outside the building. Other considerations include automatic doors, vision panels, reception desk design, signage, induction loops and an elastic floor to the main hall.

HOUSES

Anchor

There is level access to the ground floor and separate access to the changing rooms. All the sleeping accommodation is on the first or second floors.

Square House

There is wheelchair access to all the ground floor rooms.

Dolphin

There is wheelchair access to the ground floor, which includes the main common rooms and some bedrooms.

Dragon

There is wheelchair access to the ground floor. There are some bedrooms on the ground floor as well as the main common room areas.

Mitre Fleur De Lys

There is wheelchair access to the ground floor only. There are some bedrooms on the ground floor as well as the main common room areas.

Pelican

There is wheelchair access to the ground floor. There are bedrooms and common room facilities on the ground floor.

Rose

There is wheelchair access to the ground floor. The bedrooms and common room areas are all on the first and second floors.

Spread Eagle

There is wheelchair access to the ground floor only. There are some bedrooms on the ground floor but the main common room areas are on the first floor.

Wren

Consider DDA accessible boarding during the summer refurbishment.

The school will look at having one boys house and one girls house with an accessible bathroom and bedroom. We are limited in what we can do with the buildings given their heritage status and design.

Disabled toilets

There are disabled toilets in the following locations.

- Rose House
- The Science Block (including washing facilities)
- The ISC
- Junior School
- Astronomy Centre
- Infant and Nursery Building
- Chapel / Rossall Kitchen
- Medical Centre/Porritt Hall
- Performing Arts Centre (“Maths corridor”)
- Sports Centre

IMPLEMENTATION OF THE ACCESSIBILITY PLAN

Increasing the extent to which disabled pupils can participate in the School's curriculum
ISI Regulatory Standard Schedule 10 3.(2)(a)

Target	Action Required	Resources Required	Outcome	Target Completion Date
Enable staff to increase their knowledge and understanding of the needs of disabled pupils	Routine INSET training of staff; circulation of guidance notes available on Google Drive	Delivered by SENCO	Flexible and inclusive approach to disabled pupils; success of disabled pupils (including prospective pupils) in examinations	Ongoing
Enable staff to share information in a digitally accessible way for student to enlarge, colour and manipulate the work to meet their needs	To teach the students to become more independent and technically ably to use the accessibility of the software provided to help support their learning	Delivered by the Learning Development Department, ICT support and staff	Students able to take documents students are working on it class and adapt them to meet their accessibility needs.,	ongoing rolling program of training

Improving the physical environment of the School for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School.

ISI Regulatory Standard Schedule 10 3.(2)(b)

Target	Action Required	Resources Required	Outcome	Target Completion Date
Provide accessible toilet facilities for disabled pupils and visitors	Identify locations and draw up plans for new construction	Ongoing with refurbishment	Accessible toilet facilities in each main building	Ongoing
Improve physical access to all areas of senior school	Installation of ramps to Library and access to Director of Sixth Form Office (removing need to use stepped area in sixth form centre)	£3,000 In-house expertise	Improved access to facilities for disabled pupils and visitors	September 2024
Improve physical access to Junior School	Installation of ramp to the side entrance of Junior School.	£2,000	Improved access to facilities for disabled pupils and visitors	September 2024
Improve physical access to all areas of school	Consideration of lift to History, Business Studies and Economics when that area is refurbished Looking at moving to new warm LED lighting.	£TBC (Part of larger refurbishment project)	Improved access to facilities for disabled pupils	Longer term
Provide suitable boarding accommodation for disabled pupils	Ensure ensuite bedroom facilities and Common Rooms on ground floor of 3	£100,000	Modernisation of boarding houses	Ongoing. Facility is available in Porritt Hall. Ground floor bedrooms and

	boarding houses (Anchor, SE, Rose)			bathrooms available in some houses
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Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

ISI Regulatory Standard Schedule 10 3.(2)(c)

Target	Action Required	Resources Required	Outcome	Target Completion Date
Ensure availability of written materials in alternative formats	Use of coloured backgrounds and different fonts to aid dyslexic pupils; Larger print used for some pupils Training of staff to allow them to use the Accessibility functions of Google.	Minimal cost; SENCO and TA expertise	Delivery of information to disabled pupils is improved	Completed and ongoing
Ensure appropriate software in use to aid the use of computers by disabled pupils	Dragon software installed, word processing programmes also used Maths and Literacy programs: Word & Number Shark, IDL Cloud (Literacy)	£1000 per annum	Delivery of information to disabled pupils is improved	Completed and ongoing
Improve delivery of information to pupils with special educational needs	Training and awareness sessions; individual strategies and work plans in place. Quality First Teacher Training, strategies booklet available to staff on Google Drive.	Minimal cost; SENCO expertise	Delivery of information to disabled pupils is improved; Improved examination results for disabled pupils	Completed and ongoing
Improve delivery of information to pupils with EAL needs	Dedicated EAL teachers and programme of staff induction and training to include ideas of developing vocabulary and awareness of cultural differences (e.g. International Week)	Part of ongoing teaching cost – no additional cost	Excellent provision of resources for EAL pupils	Completed and ongoing