CORE EDUCATION TRUST

Accessibility Plan (School)

Approved by:	Board of Trustees	**Date:** 9/10/2026
Last reviewed:	August 2026	
Next review due by:	August 2029	
Monitoring & Review	Education – Every 3 years	

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Accessibility Plan 2026-29 – Rockwood Academy

1 Introduction

- All schools 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 school 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 respective of an individua student and co-ordinate support. However, it will be the responsibility of all staff to support individual students, 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 students 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 disabled students can participate in the school curriculum	To continue partnership working with children, families and external agencies to meet the needs of students with disabilities.	Short term: immediately provide assistive technology in the form of e.g., iPads/Tablets for VI students to enable then to instantly enlarge text. Medium term: increase/develop the use of assistive technology for a wider variety of disabilities. Long term: pre-empt disability types and make adaptations which will be readily available for incoming students.	Instant access to written/graphic curriculum content for VI students. Great access to a variety of tools to enable blended learning and wider access to the curriculum. Instant access to the curriculum for incoming students which provides greater inclusivity.	2026-7 End of 2027-8 2028-9	Greater inclusivity to meet the wide variety of disabilities students may present with. Sense of belonging and inclusion
Improving the physical environment of the school to increase access to education by disabled students	Remove barriers to accessing higher & lower floors without the need for a lift.	Short term: ensure lifts are always in working order. Medium term: provide temporary ramps and locate them in both old and new build where use of stairs is needed.	Improved access to disabled students and parents.	Medium term: up to one year. Long term: up to 5 years.	Improved access to the school site.

		Long term plan: provide ramps where any access requires stairs in the old and new build.			
Improving the delivery of information to disabled students	Provision of large text signage in accessible colours and fonts around the school premises	Short: identify fonts, sizes, colours and backgrounds and create a sample; consult with the LA VI team. Medium: consult with SEND students to agree the format then raise a PO. Long: explore Braille formats. Short: identify fonts, sizes, colours and backgrounds and create a sample; consult with the LA VI team. Medium: consult with SEND students to agree the format then raise a PO. Long: explore Braille formats.	Accessible literature and signage that all students can access. Students are better able to navigate the premises and read information.	By the end of 2026-7 academic year.	As above.

3 Monitoring and Evaluation

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

- Termly site audits
- Learning and teaching walks carried out by key staff
- Student, teacher and parental/carer voice (You said, we did…)
- Evacuation/fire drill analysis and evaluation feedback