



Rooks Heath School



Accessibility Plan 2026-2029

Policy Review Guidance	
Statutory	Yes
Review Cycle	Every 3 years
Reviewer	Headteacher
Member of Staff Responsible	SENCO
Last reviewed	Spring 2026
Next Review Date	Spring 2029



Section 1: Vision Statement

It is a requirement under the Equality Act 2010, for all schools to have an accessibility plan. This plan is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA 2001), which states that “Schools must make reasonable adjustments to ensure that disabled students are not disadvantaged”.

Definition of disability according to the Equality Act 2010

A person has a disability if —

- (a) the person has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

What ‘substantial’ and ‘long-term’ mean

- ‘substantial’ is more than minor or trivial, e.g., it takes much longer than it usually would to complete a daily task like getting dressed
- ‘long-term’ means 12 months or more, e.g., a breathing condition that develops as a result of a lung infection.

Meaning of ‘impairment’

The definition requires that the effects which a person may experience must arise from a physical or mental impairment. The term mental or physical impairment should be given its ordinary meaning. It is not necessary for the cause of the impairment to be established, nor does the impairment have to be the result of an illness. In many cases, there will be no dispute whether a person has an impairment. Any disagreement is more likely to be about whether the effects of the impairment are sufficient to fall within the definition and whether they are long-term. Even so, it may sometimes be necessary to decide whether a person has an impairment to be able to deal with the issues about its effects.

Whether a person is disabled for the purposes of the Act is generally determined by reference to the effect that an impairment has on that person’s ability to carry out normal day-to-day activities. An exception to this is a person with severe disfigurement.

A disability can arise from a wide range of impairments which can be:

- Sensory impairments, such as those affecting sight or hearing
- Impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression, and epilepsy.
- Progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia.



- Auto-immune conditions such as systemic lupus erythematosus (SLE)
- Organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke, and heart disease.

Progressive conditions

There are special rules about recurring or fluctuating conditions please find more details [here](#), e.g., arthritis.

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled. However, you automatically meet the disability definition under the Equality Act 2010 from the day you are diagnosed with HIV infection, cancer, or multiple sclerosis.

School Ethos

At Rooks Heath we are committed to providing an accessible environment which values and includes all students, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance, and inclusion. Rooks Heath focuses its resources to ensure equality of access for all students regardless of disability with individual needs assessed and resourced to ensure developmental progression and opportunity through learning in all areas. We aim to reduce and eliminate barriers to access the curriculum and to enable full participation in the school community for students, and prospective students, with a disability.

How the plan links to other documentation and policies?

This Accessibility Plan should be read in conjunction with the following policies, strategies, and documents:

- Equal Opportunities Policy
- Performance Management Policy
- Health & Safety Policy
- Off Site Activities Policies
- Learning Development Policy (including Special Educational Needs)
- Behaviour for Learning Policy
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Mission Statement
- Teaching and Learning Policy

How the plan will be shared?

The School Prospectus will refer to this Accessibility Plan.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).



The school's complaints procedure covers the Accessibility Plan.

Internal and external monitoring procedures

The Plan will be monitored through the Finance and Premises Committee of the Governing Body.

School Governors are accountable for ensuring the implementation, review, and reporting on the progress of the Accessibility Plan over a prescribed period. This Accessibility Plan identifies Governing Body priorities for action to enable the school to remove barriers to learning.

The Action Plan is in section two, relating to these key aspects of accessibility will be reviewed and adjusted annually. New Plans will be drawn up every three years.

The plan's focus on the physical environment, curriculum, and written information

An Access Audit was carried out by Ridge on behalf of Harrow Council in February 2010, and several recommendations were made. Some of these remain outstanding and will be carried forward into this Action Plan. It may not be feasible to undertake some of the works during the life of one Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan must be revisited before the end of each three-year period to inform the development of the new Plan for the following period.

Rooks Heath School plans, over time, to increase the accessibility of provision for all students, staff, and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities, as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum. Students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs.
- Improve the delivery of written information to students, staff, parents, and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. We will try to make the information available in various preferred formats within a reasonable time frame.



We will ensure that all training for staff and governors is designed to raise awareness of the school aim to avoid disability discrimination and ensure that we treat all people equally keeping accessibility for all at the top of our agenda.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Students' needs are assessed on entry to the School and a Care Plan is created.	Care Plans are developed by the SENCO (Special Educational Needs Co Ordination) to support any students with medical needs.	Plans to be shared with Welfare and appropriate staff and logged on Satchel One under Welfare notes as well as SIMs.	SENCO	As required	There is a good understanding of students with medical needs and staff are well informed, helping students to feel secure and concentrate on learning.
Increase access to the curriculum for students with a disability	Students with SEN are provided with differing levels of support both within and outside lessons. External agencies are brought in to help when necessary.	Provide a supportive structure to help enable learning after assessing individual needs.	Information to be shared with staff, giving detail of strategies in place to support those with SEN this is done through a pupil passport for ease of information sharing.	SENCO	As required	Students with SEN achieve good levels of progress.



Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Review and implement a preferred seating plan to support the learning process in individual class bases.	Students are secure, know what to expect and are protected from potential bullying.	Staff share information about students that work well together and those that are best kept apart. Seating plans to be stored in Satchel One, making them easily accessible to members of staff covering that class.	All staff	Ongoing	Students feel secure and ready to learn without fear.
Increase access to the curriculum for students with a disability	Differentiate work for individuals according to ability and needs	All students can expect work to be adapted to suit their needs and ensure progress.	Teaching and Learning Training continues to re-enforce this with observations to ensure it is being done.	SLT/Teaching Staff	Ongoing	Students of differing abilities are all making good progress.
Improve and maintain access to the physical environment	A risk assessment is carried out to assess the level of support required.	To enable equal access to lessons despite disabilities.	Needs are assessed and a planned effective timetable is put into effect	HoY/SEN	On each occasion	Plans will be in place to suit the unique needs of the students.
Improve and maintain access to the physical environment	Disabled toilets are in several blocks on site and are made accessible to students/staff who may need to use them. They should be clearly labeled, and sign posted.	To ensure that all users feel comfortable with their access to toilets.	Toilets are clearly sign posted.	SC/PMG	June 2028	Staff/Visitors/Students feel confident and secure with the location of toilets.



Improve and maintain access to the physical environment	Ensuring buildings have an accessibility ramp	To ensure that all buildings, classrooms, and areas are accessible to anyone with a mobility disability	Review of entrance accessibility to blocks	SC/PMG	June 2028	Staff/Visitors/Students will be able to access all areas.
Improve and maintain access to the physical environment	Ensure all plug sockets are a strong contrast to walls so visually impaired staff and students can distinguish at a glance	To ensure all sockets are visible to all.	Replace sockets and dado rails as part of Fire & Electrical project.	SC/PMG	June 2028	Staff/Visitors/Students will be able to see sockets.
Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of written information to students	The school communicates with a richly diverse community and therefore, translate where possible letters to go home to parents.	The school will be able to provide written information in different formats when required for individual purposes. Texting and email are in use and many staff of different nationalities are available to help with translation.	All staff to consider the needs of their target audience, students, parents, and the wider community.	All Staff	Ongoing	Messages home will be understood, and increased understanding will lead to increasing knowledge of opportunities.
Improve the delivery of written information to students	Bromcom is now widely used by staff and students with homework uploaded as assignments consistently across the school.	This provides access to lesson, power points, homework and information on progress. This also provides students with a place to keep track of homework easily.	Ongoing training on Bromcom. Staff to continue to use Bromcom as a place to set homework	All Staff	Ongoing	Enlarging the learning environment and providing information on individual self-improvement and attainment.



Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of written information to students	Consistent use of Bromcom for students and MYCAS for parents	Provides a user-friendly link between home and school and gives colour-coded real-time information on attendance, homework, and behavior and copies of announcements.	Continue to keep this up to date to assist parents and carers with the home school link.	All Staff	Ongoing	Real-time information is available to help monitor students at school.
Improve the delivery of written information to students	School Website provides a main area of online information and is easily accessible to all.	To have an easily accessible online presence that is informative and up-to-date and available to all users.	Update the website to a reactive system that adapts to all formats of technology.	Admin Staff	Ongoing	The website will adapt to any browser and be more widely available in a user-friendly format on smart phones as well as PC's.



Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys: Lifts	A combination of one and two storeys. A Block has no lift making the first floor inaccessible to wheelchairs. C Block has no lift and therefore no access to the first floor for wheelchairs. Blocks B, E, and J are two storey with lift access, including the Hall where there is a small stair lift. Blocks D and S are single storey and accessible to all. New building T Block is two storeys and has new lift installed.	Ensure that regular Maintenance is undertaken so that the lift is in good working condition. Currently have a few major issues with lift safety. Service company investigating.	SC	Ongoing
Corridor access	A Block Ground Floor has steps on the ground floor within the building which could make wheelchair access an issue. There are steps up to some of the outer doors but there are alternatives.	Ramps or alternative routes to be provided, as necessary.	SC/PMG	Ongoing
Handrails	Staircase leading to Dance Studio	Existing rails will be replaced with handrails on both sides, at a height of 900mm above the steps	PMG	Sep 2027



Handrails	A Block steps outside AF19	Install circular / oval handrails in accordance with BS8300	PMG	Sep 2027
Handrails	A Block steps up to and down from the lobby	Install handrails in accordance with BS8300	PMG	Sep 2027
Parking bays	There is a disabled bay at the front of the school for use by visitors or staff	This bay is sufficient at present and other areas can be reserved with relative ease.	PMG	Ongoing
Ramps	There are ramps to B and S Block. All other buildings are accessible to wheelchairs from some areas.	A portable ramp may provide more accessibility and will be investigated.	SC & PMG	Dec 2027
Toilets	There are no disabled toilets in A, C or D Block. Blocks B, E, J and T have disabled toilets.	Consider installation of disabled toilet in A Block as part of any future building program in the block. C and D Block do not have sufficient space for this facility.	SC & PMG	Sept 2028
Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Internal signage	Clear and consistent signage is required across the site	This is an ongoing target and much improved with Fire Action signs and keep left signs and instructions being re-enforced with students. Block A has been	SC & PMG	REVIEW ANNUALLY



		refreshed where decoration has taken place.		
External signage	Signage across the site relating to the Blocks, directions to Reception, Site Office, Sixth Form.	Adding more signage to help with mapping and getting around the site. Large Site mapping showing routes accessible to wheelchair users.	PMG	June 2027
Emergency escape routes	Emergency Evacuation Chair	Cost and availability of evacuation chair to be investigated. Lifts cannot be used to escape from a fire. Evac chair has been moved to block B with the welfare move.	SC	April 2027



This Accessibility Plan is available to all staff on SharePoint and is available on the School Website.

Staff who are considered most likely to be involved with matters relating to accessibility, or who have responsibility for other staff who may be involved as part of their working routine, are asked to read, and acknowledge the contents of this plan by signing below.

Staff Name	Signature	Date
Jacqueline Lavery		June 2026
Padraic McGee		June 2026
Tsewang Topgyal		June 2026
Glenn Webber		June 2026
Scott Cook		June 2026
Emily Wright		June 2026