



Aletheia
Academies Trust

Accessibility Policy

March 2026

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1. Accessibility Aims

Aletheia Academies Trust (AAT) has adopted this accessibility plan in line with the individual Special Educational Needs (SEND) policies of academies within the Trust, with the aim of ensuring that our schools are socially and academically inclusive, that students have access to a full curriculum and that all students are appropriately challenged.

There will be a requirement that academies within the Trust make localised adaptations to the plan to take into account their unique physical setting and for the wide range of needs pupils admitted will present.

All schools are required, under the Equality Act 2010, to have an accessibility plan.

The purpose of the plan is to:

- ▶ increase the extent to which pupils with disabilities can participate in the curriculum
- ▶ improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided
- ▶ improve the availability of accessible information to pupils with disabilities

The Trust aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. At the heart of our vision is the belief in inclusive, educational excellence; the belief that we are called to serve all pupils, staff, parents, and the local community by providing places where all develop and thrive intellectually, socially, culturally, and spiritually.



The Board of Trustees recognise the need to make all reasonable provisions for the admission and education of pupils with disabilities. Where possible, AAT expects Executive Headteachers, Headteachers, Heads of School and senior leaders to ensure that:

- ▶ the curriculum is continually reviewed to ensure that pupils with disabilities are not disadvantaged in any way and that all subjects and activities are available to them
- ▶ leaders do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, to allow the movement of pupils with disabilities around the academy
- ▶ leaders review the admissions policy so that reasonable adjustments may be made for pupils with disabilities seeking admission to the academy
- ▶ training for both teaching and support staff is implemented and evaluated so that they are aware of, and able to meet, the needs of pupils with disabilities
- ▶ leaders monitor and evaluate a range of student data to ensure that the needs of pupils with disabilities are met and, in many cases, exceeded through implementing additional support and intervention strategies to reduce or remove any barriers to learning
- ▶ they keep up to date with developments discussed in the Equalities Best Practice Team

The Trust's Accessibility Plan will be made available online on the AAT website, and paper copies are available upon request. It should be read in conjunction with the school's individual SEND policies and SEN Information Reports. SEND policies outline the schools' provision for supporting students with SEND and the Trust's Single Equality Scheme explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment throughout the Trust and enhancing the availability of access to information, with a focus on students with SEND.



A list of the SEND policies specific to each school can be located on the school websites.

AAT is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Trust has commissioned an Equalities Group that will share best practice.

The Trust supports any available partnerships to develop and implement the plan, actively engaging with colleagues throughout the Trust and with external colleagues, including the Local Inclusion Forum Teams (LIFT) and the Gravesham Inclusion Forum Teams (GIFT).

The AAT complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any academy, within the Trust, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including colleagues from across the Trust.

Accessibility Aims - a lived approach at Rosherville

Rosherville C of E Academy currently supports a cohort of pupils with SEND (approximately 14%), including 3% with EHCPs. This includes pupils with complex learning needs, medical needs, and pupils requiring toileting support. The school is committed to ensuring that disability does not limit access to learning, enrichment opportunities, or wider school life, particularly as the school prepares to transition to a new, fully accessible site, featuring a lift in the main building and sensory rooms within the Specialist Resource Provision (SRP).

Rosherville C of E Academy adopts the Aletheia Academies Trust (AAT) Accessibility Plan in line with Trust expectations and the Equality Act 2010. This policy reflects our Christian vision, rooted in the parable of the mustard seed, and our belief that every child can flourish when barriers are identified early and addressed thoughtfully.



Accessibility at Rosherville is not a one-off exercise or an annual review. It is part of everyday decision-making and professional practice. Staff routinely consider accessibility when planning lessons, organising classrooms, preparing trips, communicating with families and reviewing the school environment. Adjustments are made proactively as pupils' needs emerge or change.

Examples of this in practice include:

- adapting classroom layouts and routines to support pupils with physical or sensory needs
- use of assistive technology, enlarged print and visual supports to enable access to learning
- flexible arrangements to ensure pupils with medical needs or disabilities can participate fully in trips, PE and enrichment

Accessibility planning also takes account of our current site and our planned relocation, ensuring that reasonable adjustments are anticipated rather than reactive.

Accessibility is embedded in strategic planning, staff development, curriculum design and resource allocation, and is reviewed through ongoing monitoring of impact on pupil participation and outcomes.

The purpose of this plan is to:

- increase the extent to which pupils with disabilities can participate fully in the curriculum and wider school life
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- improve the availability and accessibility of information for pupils with disabilities and their families

This policy should be read alongside the school's SEND Policy, SEN Information Report and Equality documents and pupils' individual EHCPs (Education Healthcare Plans) and school medical/health plans.



Leadership, Roles and Responsibilities

Accessibility and inclusion are integral to effective leadership and management at Rosherville C of E Academy. Clear roles ensure that accessibility is consistently implemented, monitored and reviewed.

- The Headteacher (Mrs A Martin) has strategic responsibility for accessibility and ensures it is embedded within school improvement planning, resourcing decisions and self-evaluation.
- The SENCo (Mrs T Macfarlane) leads on identifying barriers to learning, coordinating provision, advising staff on reasonable adjustments and working closely with families and external professionals.
- The Senior Leadership Team (SLT) ensures that curriculum design, teaching and assessment remain ambitious and accessible for pupils with disabilities.
- The First Aid Lead (Mrs E Spencer) oversees medical provision within the school, ensuring that care plans are in place and reviewed, staff are appropriately trained, and reasonable adjustments are implemented to enable pupils with medical needs or disabilities to access learning safely and confidently.
- The Teachers and support staff implement inclusive practice on a daily basis, identifying and removing barriers to learning through adaptive teaching, reasonable adjustments and high expectations for all pupils, while working closely with the SENCo and families to ensure provision is effective and responsive.
- The Site Manager (Mr S Luck), working with the Trust Estates Team, supports improvements to the physical environment and maintains records of accessibility audits and adjustments.
- Governors monitor accessibility through reports, visits and review of SEND and inclusion information, providing challenge and support to the school.



This shared responsibility ensures accessibility is understood and enacted consistently across the school.

Professional Development and Inclusion

Training related to disability, medical needs and inclusion is planned in response to pupil need and reviewed for impact. This includes:

- whole-staff training on inclusive and adaptive teaching
- targeted training for staff supporting pupils with specific medical or physical needs
- clear guidance for support staff on their roles and responsibilities

Leaders monitor how training translates into classroom practice through lesson visits, pupil voice and review meetings, and adjust provision where needed.



2. Accessibility Action Plan

This Action Plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and reflects the needs of pupils within the school.

Priority One: Increasing the extent to which pupils with disabilities can participate in the curriculum

Rosherville C of E Academy is committed to ensuring pupils with disabilities access the same broad, ambitious curriculum as their peers. Lessons are adapted through high-quality teaching rather than reduced expectations.

In practice, this includes:

- adaptive teaching strategies that support access while maintaining challenge
- planned use of ICT, visual supports and alternative recording methods
- careful consideration of seating, groupings and classroom routines
- ensuring access to PE, trips and enrichment through reasonable adjustments and additional support where required

Staff are expected to articulate how adaptations support individual pupils, and pupil voice and lesson visits are used to evaluate the effectiveness of these approaches. Progress towards these targets is monitored termly through Standards meetings, SEN reviews, pupil voice and senior leader lesson visits.

Targets	Plan	Aim/Outcome	Timescale
Staff have a clear and shared understanding of the curriculum needs of pupils with disabilities	<ul style="list-style-type: none">• For pupils with EHCPs and significant medical or care needs, SENCo and previous teacher meet with staff of new class to ensure they are aware of student's needs.• Class teachers and relevant support staff lead formal transition and handover meetings for all pupils, at these meetings, pupils with EHCPs and significant medical or care needs are again discussed and support shared.	<ul style="list-style-type: none">• Staff have a detailed overview of the needs of each identified pupil.• Increased access to the curriculum for identified pupils.• Staff confidently adapt teaching and classroom	End of each academic year in preparation for new academic year (and as new pupils join the school mid-year)



<p>Pupils with medical needs can safely access the full curriculum</p>	<ul style="list-style-type: none">• For each identified pupil, a concise 'Personalised Plan' is created, summarising learning adaptations, communication needs, medical considerations and successful strategies.• Plans care plans and PEEPs are shared with receiving staff and stored securely within SEND documentation, ensuring consistency and continuity.• Where pupils join mid-year or their needs change, updates are made promptly and shared through staff briefings, Standards meetings and SEN reviews.• Advice from specialist teachers and external agencies e.g. Educational Psychologist to provide advice/training if necessary.• Individual Healthcare Plans are in place for pupils with medical needs (e.g. pupils on regular medication) and reviewed at least annually or as needs change.• Asthma cards or Intimate Care cards are in place for pupils who require them. These are completed by parents and reviewed on an annual basis or as needs change.	<p>practice and can articulate these adaptations.</p> <ul style="list-style-type: none">• Pupils with disabilities do not experience barriers to learning from the first day after transition to their new classes.• Pupils with medical needs attend lessons, trips and enrichment activities safely and confidently.• Parents feel confident in entrusting their children in our care when attending lessons, trips and enrichment activities.• Staff feel assured and competent in their responsibilities.	
<p>Staff are competent and confident in administering medication and responding to medical needs.</p>	<ul style="list-style-type: none">• Named first aiders and paediatric first aiders are identified and trained to administer medication and respond appropriately to medical needs, including emergency procedures. These members of staff are displayed on First Aid posters around the schools for quick identification.	<ul style="list-style-type: none">• Children in need of regular medication are able to access the whole curriculum.• Clear agreed procedure for supporting pupils with medical needs and administering medication.	<p>As necessary, if children join the school or their needs change to require ongoing</p>



	<ul style="list-style-type: none">• SENDCo and First Aid Lead regularly liaise with NHS and medical professionals where required to ensure staff training and our procedures remain appropriate.• Clear systems are followed for storage, administration and recording of medication in line with school policy.	<ul style="list-style-type: none">• Pupils with medical needs attend lessons, trips and enrichment activities safely and confidently.	medication mid-year. End of academic year in preparation for new academic year for children with ongoing conditions e,g, asthma, allergies etc.
Toileting and personal care needs are met sensitively and discreetly	<ul style="list-style-type: none">• Intimate Care Plan cards are in place for pupils requiring toileting or intimate care support, with named staff identified and plans agreed with parents.• ICPs are shared with relevant staff and they are made aware of individual pupil needs• Appropriate equipment and facilities are maintained and adapted as pupils move through the school.• Pupils are made aware of where to access equipment if they move to new part of the school.• Staff working directly with pupils receive certified training and where needs are more complex, training from health professionals is sought.• Clear expectations around dignity, privacy and language are reinforced through staff training and induction.	<ul style="list-style-type: none">• Pupils feel safe, respected and included.• Care needs do not limit participation in learning or social experiences.• Agreed procedures for sensitive toilet training.	Ongoing



	<ul style="list-style-type: none">• When appropriate, toilet training techniques are discussed and agreed upon with parents and carers to ensure agreement and consistency between school and home.		
Learning environments support access for pupils with disabilities	<ul style="list-style-type: none">• Classroom layouts are planned with mobility, sensory needs, visual and auditory access in mind, before the start of each academic year.• Seating plans consider hearing and visual impairment, attention needs and access to adult support without over-dependence.• Emergency evacuation procedures for pupils with disabilities are reviewed annually and recorded through Personal Emergency Evacuation Plans (PEEPs). These are shared with relevant staff and the needs identified are considered when planning seating and classroom layout.• Planning for the new school site includes effective use of the lift in the main building and sensory rooms within the SRP to meet the needs of current and future pupils.• If necessary, consultation with outside agencies for advice regarding adaptations e.g. use of aids etc. is sought to ensure pupils are situated in suitable positions within the classroom etc.	<ul style="list-style-type: none">• Classrooms are calm, accessible and inclusive.• Pupils can move safely and independently wherever possible.	<p>At least yearly, (e.g. end of academic year in preparation for new academic year).</p> <p>When classroom organisation is required to change</p>
Pupils with speech, language and communication needs are effectively supported	<ul style="list-style-type: none">• The school's allocated Speech and Language Therapist (SALT) attends monthly, working closely with the SENCo and our Speech and Language HLTA to assess pupils' speech and language needs, and give guidance in supporting individual children.	<ul style="list-style-type: none">• Appropriate support for students with speech and language difficulties.	Ongoing



	<ul style="list-style-type: none">• SENCo works closely with SALT to translate targets into everyday classroom strategies which are shared and understood by teachers and support staff.• Speech and Language HLTA delivers targeted interventions as directed by the SALT and SENDCo and trains support staff in delivering ongoing interventions within the classroom to further support identified pupils.• Staff use consistent approaches (e.g. visuals, modelling, reduced language, pre-teaching vocabulary) across the school.• Impact of strategies is reviewed through Standards meetings and SEN reviews.• Signing (BSL) is used across the school by all staff and pupils to aid communication, particularly for pupils with Speech and Language needs.	<ul style="list-style-type: none">• Pupils can access learning, express themselves and engage socially.	
All pupils access a broad, balanced and inclusive curriculum (including extra-curricular activities)	<ul style="list-style-type: none">• All students are encouraged to take part in all areas of the curriculum at a level which is appropriately challenging to their ability.• Teachers plan lessons that address a variety of learning styles and are appropriately differentiated, using adaptive teaching strategies rather than separate tasks wherever possible.• Reasonable adjustments are made (e.g. alternative recording methods, assistive technology, adapted resources).	<ul style="list-style-type: none">• All students participate in a broad range of curriculum subjects at a level that is suitable for them.• Pupils with disabilities participate alongside peers and achieve success in line with their potential.	Ongoing



	<ul style="list-style-type: none">• Where pupils cannot participate fully in an activity (e.g. PE), meaningful alternative learning experiences are provided rather than exclusion.• Curriculum resources are carefully chosen to reflect the diversity of our community and to promote inclusion, enabling pupils to see themselves and others positively represented throughout all subjects.• Where appropriate, pupils are taught and supported to use strategies and tools that increase independence, including but not limited to:<ul style="list-style-type: none">– use of laptops or computers to reduce barriers to writing– reading pens to support decoding and comprehension– voice recording tools such as voice memos and talking tins to enable replaying of instructions– chunked instructions and task planners to support organisation– coloured overlays or enlarged print– now/next boards and visual prompts– scaffolded writing frames– access to quiet workspaces or sensory supports– structured routines to support self-regulation• Where necessary, suitable training for pupils will be sought (e.g. child with physical disabilities to be provided with training in touch typing)		
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	<ul style="list-style-type: none">• Where necessary, communication and advice from other agencies regarding EHCPs and ensuring pupil access to the curriculum will be sought.		
Educational visits and enrichment activities are accessible to all	<ul style="list-style-type: none">• Accessibility is considered at the planning stage of all trips and enrichment activities.• Reasonable adjustments are made (e.g. reduced walking distances, rest breaks, adult support, venue liaison, parent accompaniment).• Advice is sought from parents and carers where additional planning or reasonable adaptations are required. Support is also given to parents and carers where reassurance is required.• Risk assessments explicitly address the needs of pupils with disabilities and draw on information from care plans and PEEPs where relevant.	<ul style="list-style-type: none">• All children able to participate in school educational visits undertaken by their peer group/class.	Ongoing



Priority Two: Improving the physical environment of the academy to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.

Targets	Plan	Aim/Outcome	Timescale
Annual review of physical access across the school site	<ul style="list-style-type: none">• Undertake annual accessibility audits of classrooms, shared spaces and external areas• Implement practical and proportionate low-key adjustments (e.g. improved signage, handrails, furniture layout, acoustic considerations, visual contrast, safe pathways), particularly as pupils progress through the school and therefore change learning environments.• Maintain a record of identified barriers and actions taken.• Review accessibility needs as cohorts change and as pupils with identified needs join the school	<ul style="list-style-type: none">• All pupils can safely access learning spaces and shared areas, with increased independence and confidence.	Annually (with termly monitoring where required)
Ensure that the needs of pupils and visitors with physical and sensory impairments are fully considered in all adaptations to the current site, maximising accessibility within the constraints of	<ul style="list-style-type: none">• Undertake annual accessibility audits.• If needed, make arrangements for parking near the school gate/in car park.• Emergency and evacuation systems to inform all students e.g., emergency lighting flashing lights, use of tactile signs, signs in Braille if required.• When redecorating or updating wall displays, choose colour schemes with appropriate contrast and harmony for students with visual impairment, autism, or epilepsy.• Furniture and equipment selected, adjusted, and located appropriately.	<ul style="list-style-type: none">• Improved access and facilities for all students throughout entire premises.	Ongoing at current site



the existing building	<ul style="list-style-type: none">• Maintain the accessibility of the disabled WC		
Embed accessibility into the planning of the new Cable Wharf site considering possible barriers for pupils, staff and visitors e.g. physical difficulties and sensory impairments	<ul style="list-style-type: none">• Ensure accessibility remains central to relocation planning and expansion to two forms of entry.• Maximise the use of the lift in the main building and sensory rooms within the SRP provision.• Ensure disabled WCs are available and appropriately located.• Consider parking access, drop-off arrangements and visitor access.• Ensure emergency systems are inclusive (e.g. visual alerts, emergency lighting flashing lights, use of tactile signs, signs in Braille, clear evacuation plans, personalised emergency evacuation plans where required).• Select furniture and equipment that is adjustable and suitable for a range of physical needs.• Choose décor and colour contrast that supports pupils with visual impairments, autism or sensory needs.• Undertake annual accessibility audits and consultation with parents and pupils with identified needs when applicable.	<ul style="list-style-type: none">• The new school environment is intentionally inclusive, supporting access for pupils with physical, sensory and medical needs from the outset.	<p>Ongoing until residency at new Cable Wharf site begins.</p> <p>To be reviewed annually thereafter.</p>



Priority Three: Improving the availability of accessible information

Targets	Plan	Aim/Outcome	Timescale
To ensure written and digital information is accessible to all pupils and families including Home Learning and online resources	<ul style="list-style-type: none">• Present information in a user-friendly way, including appropriate font style and size, clear layout and use of visual supports where needed.• Provide alternative formats when required, including large print, simplified or symbol-supported text.• Continue to develop the school's audio newsletter to support families who may struggle to access written English.• Explore the use of AI-supported translation tools to provide key communications in home languages where appropriate.• Use ICT and adult support to enable pupils to access written materials, including home learning and online resources.• Liaise with external agencies to provide specialist formats where necessary e.g. Braille.	<ul style="list-style-type: none">• Pupils and families can access school information in ways that are clear, inclusive and responsive to the needs of the Rosherville community.	Ongoing
Ensure appropriate assessment/exam access arrangements are identified and implemented	<ul style="list-style-type: none">• Use of appropriate, certified resources to assess pupils and determine appropriate access arrangements (e.g. Accelerated Reader Star Reading test for reading age and speed)• Ensure class teachers and SENDCo coordinate assessments in a timely manner and ensure staffing ratio supports the access requirements needed by identified pupils. This ensures that these become regular	<ul style="list-style-type: none">• Pupils with identified needs are supported to demonstrate their knowledge and skills effectively.• Where necessary, DfE and KCC requirements are met.• Improvements in student outcomes.	When appropriate according to assessment schedule.



	<p>practice and supports evidence for external examinations.</p> <ul style="list-style-type: none">• Where appropriate (e.g. Y4 Multiplication Tables check KS2 SATs and Kent Selection test), ensure timely application of access arrangement requested, supported by appropriate, accurate evidence.• Provide up to date training for all staff involved in administering key exams to pupils (e.g. Reception Baseline, EYFS profile, Phonics screening, Y4 Multiplication Tables check, KS2 SATs and Kent Selection test)• Use of trained, experienced exam administrators, readers, prompters and invigilators for external assessments.• Review arrangements and monitor impact on pupil progress and outcomes.		
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3. Monitoring Arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary, including AFTER the first year.

It will be approved by the Board of Trustees.

The Headteacher and SENCo monitor the effectiveness of this policy as part of the school's ongoing evaluation of SEND and inclusion. Monitoring draws on:

- pupil progress and attainment data
- SEND reviews and exam access arrangements
- pupil and parent feedback
- records of site audits and adjustments

The policy is reviewed annually and formally reviewed every three years in line with Trust requirements. It is approved by the Board of Trustees.

4. Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- ▶ AAT Health and Safety policy
- ▶ AAT Single Equality Scheme
- ▶ Individual school Accessibility Plans
- ▶ School SEND policies
- ▶ Special Educational Needs (SEN) Information Report
- ▶ Supporting Students with Medical Needs Policy
- ▶ LGBTQIA+ Policy
- ▶ Behaviour Policy

The Accessibility Policy is published on the school website, paper copies are available on request, and accessibility planning is accessible to school leaders and governors.