



Resicare Alliance

Accessibility Statement & Policy

Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Resicare Alliance Ltd
Technical review carried out:	SMT
Final quality check carried out:	Chris Brown
Date implemented:	01.03.25
Version Number:	1
Date of the next review:	01.03.26
Department responsible:	Education
Job Title of Lead Person:	Chris Brown (Head of Education)

ACCESSIBILITY STATEMENT & POLICY

Resicare Alliance Ltd is committed to making this website accessible to visitors with disabilities and is continually working to increase its accessibility and usability.

Resicare Alliance Ltd strives to conform to Web Content Accessibility Guidelines 2.0, Level AA.

These recommendations outline how to make website content accessible to a wider range of people with disabilities. We are on a regular basis seeking opportunities to bring all areas of the site up to the same level of overall web accessibility.

1. Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

2. Objectives

The Blossom Rose - Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements the delivery of written communications.

Training will recognise the need to continue raising awareness for staff, Trustees and Local Governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Policy
- Curriculum planning
- Health & Safety Policy
- School Improvement Planning
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

Relevant reviews and associated audits will be carried out in a timely manner in order to inform accessibility planning.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Resicare Alliance Board.

AIM	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES State <u>short, medium and long term</u> objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • School offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	All staff will have, and maintain, an overview of the specific needs of each student. These will be documented and implemented using known strategies to support Needs/Learning	<u>To create</u> the right documentation for individual students based on and, according to, need. To increase all staff knowledge and awareness of student needs / medical conditions.	Headteacher, Senior leadership Team, Teachers and assistants	To <u>be started</u> from the date of roll to <u>12 week</u> final assessment. completed within 3 weeks of student admission	All members of staff are fully aware of any student with <u>SEND</u> in their own area of expertise but also across the service All information relating to disability and needs is hyperlinked to final documentation. Staff set regular targets as per relevant policy (<u>ies</u>)

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>Include established practice and practice under development</p> <p>The environment of the school is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>State <u>short, medium and long term</u> objectives</p> <p>Review the Base and wider environment regularly through our Cultural Aesthetic audits, H&S processes, learning and teaching walks and staff collaboration. – ensure Bases continue to be organised with ease of access to appropriate resources, including specific and specialised resources for individuals (iPad, writing slopes, individual desks). Challenge clutter, or impediments to access.</p>	<p>Learning walks reviews - The clear organisation based on a solid rationale of likely or possibly disability impeding, and availability of resources.</p>	<p>Headteacher, Senior leadership Team, Teachers and assistants</p>		<p>Students have access to high quality resources and organisational structures which enable access for all.</p>
Improve the delivery of information to pupils with a disability	<p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>To ensure all staff have specific training on disability issues <u>through</u> personal research, reading of EHCPs, access to high quality and bespoke training (such as BEAM), time for reflection and implementation of best practices</p>	<p>Provide appropriate CPD related to SEND areas i.e. Dyslexia, selfharm, ASD</p>	<p>Headteacher, Senior leadership Team,</p>	<p>To be completed within the yearly planned rhythm training needs and updated yearly with new information specific to cohort.</p>	<p>For staff to have knowledge of specific disabilities raising confidence in recognising and responding to individual needs</p>

APPENDIX 2: Audit

Accessibility audit

Feature	Description	Actions to be taken	Person to be responsible	Date to complete actions by
Number of floors				
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency Exits				

APPENDIX 3: POLICY HISTORY

Version / Date	Summary of Change	Review Date	Lead Author

