



ROOTS 4 LEARNING CIC

Accessibility Plan

Date plan last reviewed

28/08/2025

Signed by

	Co-Headteacher	Date:	
	Chair of Trustees	Date:	

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Statement of intent

This plan outlines how ROOTS aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the centre 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 above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Co-Headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010

- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and centres'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following centre policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The Trust board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Co-Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the centre should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Trust board, LA and external agencies to effectively create and implement the centre's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Co-Headteacher and Trust board to ensure that pupils with SEND are appropriately supported.

- Ensuring they have oversight of the needs of pupils with SEND attending the centre, and advising the Co-Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Trust board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the Trust board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the Trust board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the Trust board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Trust board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum

Issue	What	Who	When	Outcome	Review
Short term					
Staff members not specialist in certain subjects	Recruitment of specialist subject teachers	Co-Headteachers	Winter 2025	Larger skilled staff team	Summer 2025
Staff members do not have the skills around PDA and how to improve practice	INSET with Laura Kerbey PDA specialist	Co-Headteachers, SEBDA	Sep 2025	Staff members have the skills to teach students with PDA	Spring 2026
Medium term					
Lack of Post 16 courses on offer	Specialist teaching staff have adequate training or hire specialists	Teachers	Spring 2026	Specialist courses can be offered and resources built into the centre	Summer 2026
Long term					
Virtual learning offer is limited	Provide higher spec technology to students at home and for staff	Co-Headteacher, Business	Spring 2026	Pupils working remotely can access broader lessons and content	Summer 2026

5. Planning duty 2: Physical environment

Issue	What	Who	When	Outcome	Review
Short term					
Loud main room in large space – over stimulating for some	Build 2 new classrooms in main space	Building contractors	Winter 2025	Improved teaching spaces	Spring 2026
Medium term					

Disabled lift breaking down	Have repairs made	Specialist lift services	Winter 2025	Better access for wheelchair users	Spring 2026
Art room needs reviewing as near toilet cubicles - loud	Stud wall to separate this off	Building contractors	Spring 2026	Art space being used more	Summer 2026
Long term					
Kitchen needs updating for more effective food tech curriculum	Make areas for disabled users to sit and cook	SBM/building contractors	Autumn 2026	Better facilities for SEND students to access the kitchen	Spring 2027

6. Planning duty 3: Information

Issue	What	Who	When	Outcome	Review
Short term					
Further information needed on website for SEND	Audit of website	LK	Winter 2025	Website is fully accessible	Spring 2026
ROOTS branding and logo needs reviewing	Branding specialists to create logo	EF	Autumn 2025	Brand for ROOTS is established and on all communications with outside parties	Spring 2026
Medium term					
Handling of business administration and volume of info is too much for Co-Headteachers	New administration staff appointed	Co-Headteachers	Spring 2026	Handling of information is more controlled and organised	Summer 2026
Long term					

School management system needed to streamline processes	ARBOR purchase	Business administration	Spring 2026	More streamlined and effective management of data	Autumn 2026
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7. Monitoring and review

This plan will be reviewed on an annual basis by the Trust board and Co-Headteacher. The next scheduled review date for this plan is September 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.