

# Roehampton Church Forest School

## Accessibility Plan and Policy 2026



*“The second is this: ‘You shall love your neighbour as yourself.’  
There is no other commandment greater than these.”*

*Mark 12:31*



**Southwark Diocesan Board of Education**

*Supporting Christian Education*



RCFS is committed to treating all pupils fairly, with dignity, respect and care. We will anticipate and remove barriers wherever reasonably possible, make reasonable adjustments where required, and work with pupils, families, staff, governors, Wandsworth Local Authority and specialist partners to ensure that every child can participate, belong and flourish.

## 1. Purpose and Aim

Roehampton Church Forest School will, over the life of the plan:

- increase the extent to which pupils with disabilities can participate in the curriculum;
- improve the physical environment so that pupils with disabilities can better access education, benefits, facilities and services; and
- improve the availability of accessible information for pupils with disabilities.

This plan is a working document. It will be published on the school website, made available in paper form on request, reviewed at least every three years and updated sooner where a pupil's needs, site arrangements, statutory guidance or school priorities require it.

## 2. Legal framework

This policy is informed by the Equality Act 2010, Schedule 10; the Department for Education guidance on the Equality Act 2010 for schools; the SEND Code of Practice; and the school's duties to make reasonable adjustments for disabled pupils.

**Definition of disability:** A person is disabled under the Equality Act 2010 if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

For school purposes, "long-term" generally means lasting, or likely to last, for at least a year. "Substantial" means more than minor or trivial. This can include sensory impairments, long-term medical conditions and neurodevelopmental, physical, mental health or communication needs.

**Reasonable adjustments:** The school will take reasonable steps to avoid disabled pupils being placed at a substantial disadvantage compared with pupils who are not disabled. This may include changes to practice, auxiliary aids, adapted resources, access arrangements, specialist advice, staff training or adjustments to premises.

## 3. Scope and principles

This plan applies to all pupils, including prospective pupils and pupils who acquire a disability or medical need during their time at the school. It also supports the school's wider duty to create an inclusive environment for staff, parents, carers and visitors.

Our approach is guided by the following principles:

- anticipatory planning: barriers are considered before they become a problem;
- individualisation: provision is planned around the pupil's actual needs, voice and context;
- inclusion by design: accessibility is considered in curriculum planning, communication, visits, Forest School, premises work and procurement;
- partnership: pupils, parents, carers, staff, governors and external professionals contribute to planning and review; and
- accountability: actions are monitored through senior leadership, SEND review, health and safety checks and governor oversight.

## 4. Current inclusive practice

RCFS already has a strong inclusive foundation. Quality First Teaching, adaptive teaching, SEND planning, pastoral knowledge and high expectations sit at the centre of curriculum access. Forest School is a distinctive part of the school's offer, supporting resilience, social development, confidence, self-esteem and self-reliance through engagement with the natural world.

Established practice includes:

- weekly Forest School provision from Nursery to Year 6, with risk assessments used to identify access needs;
- SEND Support Plans and Education, Health and Care Plans used to inform teaching, support and review;
- curriculum progress tracked for pupils with additional needs, with targets set and reviewed;
- resources adapted where pupils require additional support to access learning;
- communication adapted through visual timetables, symbols, prompts, alternative formats and assistive technology where appropriate;
- accessible toilet provision and classroom layouts adjusted to meet individual needs; and
- partnership working with families, Wandsworth Local Authority, health professionals, specialist services and external agencies.

## 5. Accessibility action plan

The tables below set out short, medium and long-term priorities. The plan will be implemented proportionately, with urgent individual needs addressed immediately through SEND, medical, safeguarding, risk-assessment and reasonable adjustment process.

**Aim 1: Increase access to the curriculum**

Objective	Actions	Lead responsibility	Timescale	Success evidence
Embed consistent adaptive teaching for disabled pupils and pupils with additional needs.	Annual staff training on adaptive teaching, inclusive classroom practice and reasonable adjustments. Include practical strategies for sensory, communication, physical, medical and emotional-regulation needs.	Headteacher; SENDCo; Class Teachers	Annual and ongoing	Lesson visits, planning scrutiny and SEND reviews show consistent adaptations and reduced barriers.
Ensure SEND Support Plans and EHCPs directly inform teaching.	Review plans termly with class teachers and support staff. Ensure pupil profiles, targets, access arrangements and reasonable adjustments are visible in planning and provision.	SENDCo; Class Teachers	Termly	Pupil targets are reviewed, provision is updated and staff can explain agreed adjustments.
Improve access to educational visits, enrichment and Forest School.	Use individual risk assessments where needed. Consider mobility, sensory, medical, communication and emotional-regulation needs. Adapt equipment, groupings, transport, timings, activities and adult support as required.	Forest School Lead; Educational Visits Lead; SENDCo	Before each activity / visit	Disabled pupils are able to participate safely and meaningfully in visits, enrichment and Forest School.
Ensure curriculum representation supports belonging.	Review curriculum resources to include positive, age-appropriate representation of disability and diverse experiences.	Curriculum Leads; SENDCo	Annual curriculum review	Resources and learning examples promote inclusion and challenge stereotypes.

**Aim 2: Improve and maintain access to the physical environment**

Objective	Actions	Lead responsibility	Timescale	Success evidence
Identify and reduce physical barriers across the school site.	Complete an annual accessibility audit covering classrooms, entrances, corridors, toilets, outdoor areas, signage, lighting, routes and emergency arrangements.	School Business Manager; Premises Officer; Headteacher	Annually	Audit findings are recorded, prioritised and acted on through premises planning.
Maintain safe and accessible learning spaces.	Keep entrances, pathways and classrooms clear. Review seating, furniture, storage and movement routes when pupil needs change.	Premises Officer; Class Teachers; SBM	Ongoing	Learning spaces remain safe, navigable and responsive to individual needs.
Build accessibility into premises decisions.	Consider accessibility whenever maintenance, procurement, building works or outdoor improvements are planned. Seek	Headteacher; SBM; Governing Board	As works arise	Premises decisions evidence consideration of disability access and reasonable adjustments.

	specialist advice where adaptations are required.			
Strengthen emergency access and evacuation planning.	Ensure Personal Emergency Evacuation Plans are completed where needed and reviewed after site changes or changes in pupil need.	Headteacher; SBM; SENDCo; Premises Officer	As required / at least annually	Pupils requiring additional evacuation support have current, understood arrangements.

### Aim 3: Improve the delivery of accessible information

Objective	Actions	Lead responsibility	Timescale	Success evidence
Ensure pupils can access information in formats appropriate to their needs.	Provide large print, adapted text, visual supports, symbols, audio, assistive technology or simplified language where required.	SENDCo; Class Teachers	Ongoing	Pupils receive information in formats that support understanding and independence.
Improve staff confidence in accessible communication.	Provide training on communication needs, including autism, speech, language and communication needs, sensory processing and use of visual supports.	SENDCo; Headteacher	Annual and as needed	Staff use consistent communication strategies and adapt instructions appropriately.
Work with parents and carers to identify effective communication approaches.	Seek parent/carer input through SEND reviews, medical updates, transition meetings and day-to-day communication.	SENDCo; Class Teachers; Pastoral Staff	Termly / as required	Home and school strategies are aligned and reviewed when needs change.
Improve accessibility of published information.	Ensure key policies and communications can be provided in alternative formats on request and that website documents are reviewed for clear structure and readability.	School Business Manager; Office Team; Headteacher	Annual and on publication	Families can access key information in a timely and suitable format.

### 6. Monitoring, evaluation and governance

The Headteacher, SENDCo and School Business Manager will monitor delivery of this plan. Progress will be reported to governors through appropriate leadership, SEND, premises, health and safety or safeguarding reporting routes. The Governing Board retains oversight and approves the plan.

Monitoring will include:

- review of action-plan progress and outstanding barriers;
- SEND monitoring, pupil-progress review and provision mapping;
- health and safety checks, site walks and accessibility audits;
- feedback from pupils, parents, carers, staff, governors and external professionals;
- review of incidents, near misses, complaints or concerns relating to access; and
- evaluation after relevant premises changes, admissions, transitions or changes in pupil need.

### 7. Publication, review and complaints

This plan will be published on the school website and made available in paper form on request. It will be reviewed at least every three years, and sooner if required by changes in pupil need, site arrangements, legislation, guidance or school priorities.

Concerns about accessibility should be raised with the school at the earliest opportunity so that reasonable adjustments can be considered promptly. Formal concerns will be managed through the school’s complaints procedure. The school will also use complaints, concerns and feedback as evidence for improving accessibility practice.

**8. Linked policies and documents**

- SEND Policy and SEN Information Report;
- Supporting Pupils with Medical Conditions Policy;
- Equality Information and Objectives / Public Sector Equality Duty statement;
- Health and Safety Policy;
- Risk Assessment Policy;
- Educational Visits Policy and Forest School risk assessments;
- Behaviour, safeguarding and anti-bullying policies where relevant to inclusive access.

**Appendix: Annual accessibility audit:**

**The below is used to support the annual site and provision review.**

**Findings should be recorded, prioritised and reported through the appropriate leadership or governor route.**

Area	Key questions	Evidence / action required
Curriculum	Are disabled pupils participating fully in lessons, visits, enrichment and Forest School? Are adaptations planned rather than reactive?	SEND reviews; planning; pupil voice; risk assessments; participation data.
Environment	Are routes, entrances, classrooms, toilets, outdoor spaces and emergency arrangements accessible for current and anticipated needs?	Site audit; PEEPs; maintenance logs; premises plan.
Information	Can pupils and families access information in a format they can understand and use?	Alternative formats; visual supports; website review; parent/carer feedback.
Training	Do staff understand reasonable adjustments, adaptive teaching and individual access arrangements?	Training records; induction; staff briefings; monitoring notes.
Governance	Are actions monitored, resourced and reviewed with governors?	Governor minutes; action-plan updates; budget or premises decisions.

<b>Approved by</b>	Governing Board	<b>Approval date</b>	June 2026
<b>Owner</b>	Headteacher / SENDCo / School Business Manager / Premises Manger	<b>Applies to</b>	All pupils, staff and visitors
<b>Last reviewed</b>	June 2026	<b>Next full review</b>	June 2027