

# Accessibility plan

## Redhill School



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(former SENCO) and  
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## 1. Aims

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 disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the delivery of information to pupils with a disability

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Redhill School is an 'inclusive school'. It is the school's aims to ensure that pupils with SEND are included in all aspects of school life and experience a fully inclusive curriculum and school environment. This is achieved by ensuring that the 4 areas of need, as set out in the SEN Code of Practice, are met: Cognition and Learning Needs, Social, Emotional and Mental Health Needs, Communication and Interaction needs and Sensory and/or Physical needs.

Every student at Redhill School has the opportunity to follow all National Curriculum subjects, as well as following an appropriate personalised curriculum pathway. We are committed to narrowing the attainment gap between SEND and non-SEND students and feel that the growth and development of the individual student should be the focus of achievement.

We also believe in a consistent drive towards accessibility and create a physical environment which meets the needs of all our students regardless of barriers and limitations.

Overall school aims:

- Provide high quality provision for those students with special educational needs relating to learning difficulties, to ensure they make progress, develop key skills and can access the full curriculum
- Mapping in the 4 core areas of need: cognition and learning, communication and interaction, social, emotional and mental health and sensory/physical impairment
- Continual tracking of students on the SEN register for progress and intervention needs
- Ensure all students have access to a full, broad and differentiated curriculum that meets the needs of individual learners
- All teachers understand they are responsible for meeting the needs of the students they teach
- Recognise that all learning happens alongside their physical, emotional, spiritual, moral and cultural development of the students
- Establish working relationships with parents and carers, understanding the important role they have to play in educational success
- Working with multiple stakeholders to ensure Redhill is anticipatory and reflective in all matters of access.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including our Site Team, Enrichment Team, Curriculum Leads and student voice

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers an adaptive / responsive English pathway in year 7 to support the needs of our most vulnerable learners.	Redhill aims to create a curriculum offer which is inclusive for all yet supports those students who need it most.	Short – Design and implement an adapted curriculum  Medium – Review and adapt at key points at both KS3 and KS4 levels  Long – roll out to other subject areas and adapt as necessary	SENCo  Head of English  Assistant Head for Curriculum	2022  2023  2024	A curriculum which increases confidence and promotes progress with our most vulnerable learners
	Our GCSE pathway includes an intervention pathway designed to support our most vulnerable learners.	Redhill aims to be anticipatory of educational gaps and feel able to address these within the curriculum.	Short – review and purchase necessary resources  Medium – Review curriculum to be fully inclusive for all disabilities  Long – All curriculum areas fully adapted for all students	SENCO  Heads of Departments  Assistant Head for Curriculum	2022  2023  2024	Curriculum can be accessed with no barriers to learning
	We use resources tailored to the needs of pupils who require support to access the curriculum	Redhill empowers staff to feel confident making the reasonable adjustments necessary to create inclusive and empowering in class practice				

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>Redhill does have high aspirations for all learners to achieve individual success</p>	<p>Short – targets are reviewed to analyse impact</p> <p>Medium – Review progress through targets to assess inclusivity</p> <p>Long – targets are set to allow students to achieve</p>	<p>SENCO</p> <p>Assistant Head for Curriculum</p> <p>Heads of Departments</p>	<p>2022</p> <p>2023</p> <p>2024</p>	<p>Targets are used and adapted to suit all learners and are implemented to be aspirational.</p>
	<p>Redhill have built intervention into our curriculum to meet the needs of our most vulnerable learners</p> <p>Redhill have a pupil learning center which offers rest bite, alternative provision and emotional literacy – access to the Hub / Thrive centres</p> <p>Redhill have a differentiated approach to extended learning which allows for ICT to be used to support students but not limit them.</p>	<p>Redhill will support all students with in class differentiation, curriculum design and intervention</p>	<p>Short – implement intervention, alternative curriculum and extended learning for all</p> <p>Medium – Review above to analyse accessibility</p> <p>Long – adapt and change above to suit all learners</p>	<p>SENCO</p> <p>Alternative Curriculum Manager</p> <p>Assistant Head for Curriculum</p>	<p>2022</p> <p>2023</p> <p>2024</p>	<p>All Redhill students have access to an education which allows them to grow and develop as individuals</p>

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>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Elevators</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Library shelves at wheelchair-accessible height</li> <li>Adaptable tables for practical subjects such as Food Technology and Science.</li> <li>Access to the gymnasium</li> <li>Access between the split site</li> </ul>	To create a school environment which allows all students to access all areas of the school with the maximum amount of independence	<p>Short – review all areas for access and make quick adaptations</p> <p>Medium – plan and apply for funding for bigger structural changes to the gym and music block</p> <p>Long – make the gym fully accessible to all students and create a second set of access doors into the music block</p>	<p>SENCO Head Teacher</p> <p>Site Manager</p>	<p>2022</p> <p>2023</p> <p>2024</p>	Both the gym and the music block will be fully accessible to all students
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Safety indicators on steps</li> <li>• EAL parents</li> <li>• SEN parents</li> </ul>	To communicate with all students regardless of disability in order to keep all students safe	<p>Short – to walk the site and make a thorough report on the areas that need updating</p> <p>Medium – dual code messages so they are written and audio</p> <p>Long – signs in braille, dyslexia friendly, alternative languages</p>	<p>Site Manager SENCO</p> <p>SENCO Site Manager</p>	<p>2022</p> <p>2023</p>	All students with disabilities feel safe and secure and communication is seamless

## 4. Evacuation

Each child with a physical and sensory barrier will have a risk assessment and peep

All Enrichment staff are aware of the evacuation procedure and their role in the event of an evacuation

Students with physical disabilities or severe VI or HI will have a supporting adult during an evacuation to aid with recognising the need for egress

All staff are aware of students with physical and sensory needs

Children are given a walking talking evacuation in order to understand the process

Each stairwell has a fire safety zone which can be used as safe haven in the event of a fire

Each stair well has an EVAC chair which would be used as a last resort in an emergency

All members of the Enrichment team are trained to use the EVAC chair

In the event of a lock students are required to move under the tables. Provision will be made for students in wheelchairs as getting under the table is not possible

## 5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

An accessibility report will be carried out each year with the Site Manager and is available upon request

It will be approved by the headteacher and Governing Board.

## 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Special Education needs (SEN) Learning Support Policy