

## **Accessibility Plan [2020-2023]**

### Purpose

This Accessibility Plan is designed to ensure that Redborne Upper School complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the School's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the Governing Body took account of the School's public sector equality duty, set out in the Equality Act 2010.

This Plan is made available on the School's website and is also available in large print or other accessible format if required.

### Duties on Redborne Upper

- A duty to not discriminate against disabled pupils for a reason related to their disability
- A duty to make reasonable adjustments to ensure that pupils who are disabled are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).

### Reasonable adjustment duty

The School is committed to making reasonable adjustments\* to allow pupils with disabilities to access the educational provision and related services at the School.

We plan, over time, to increase progressively the accessibility of the School to pupils with disabilities (the planning duty).

### Planning duty

There are three strands to the planning duty:

- Increasing physical access
- Increasing access to the curriculum
- Increasing access to written information

### Increasing physical access

Improving the physical environment of the School for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for

example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

*\*The reasonable adjustment duty does not apply to physical alterations to academies and we are not required to make physical alterations to the fabric of the school in order to meet the needs of disabled pupils.*

#### Increasing access to the curriculum

- Increasing the extent to which pupils with disabilities can participate in the School’s curriculum, for example: staff information and training, classroom organisation, timetabling.

#### Increasing access to written information

- Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils who are not disabled, such as handouts, timetables, newsletters; for example in Braille, audio tape or large print formats, and the provision of information orally.

#### Action Strategy

Attached is an action strategy relating to the above areas a copy of which is available from the School Office.

Redborne Upper is committed to delivering the Action Strategy within a reasonable time and in ways which are determined after taking account of the pupils’ disabilities and any preferences expressed by them or their parents.

#### Communication with parents

In order to best meet the needs of a pupil with a disability, the School requires full information. Parents are expected to work with the School and provide full information about any disabilities, special educational need or other relevant information to the School before and after the pupil has started at the Academy.

#### Complaints

If you wish to make a complaint regarding any aspect of this Strategy, please refer to the School’s Complaints Policy.

Date approved by governors	
Date for review	September 2023