**Redborne Upper School**

# Accessibility Policy

This policy will be evaluated and reviewed every three years by the SENDCo (Ben Middleton)

This policy is available on the school website, and on request to parents, carers, the LA, and Ofsted through the Headteacher.

Date approved by governors: October 2026

Date of union consultation:

Date for review: October 2029

# Table of Contents


Table of Contents 2

**Accessibility Policy** **4**

1. Duties on Redborne Upper School 4
2. Reasonable adjustment duty 4
3. Planning duty 4
4. Action Strategy 5
5. Communication with parents 5
6. Complaints 5

**Appendix 1** **6**

Accessibility Action Plan 6

# School acknowledgement

This Accessibility Policy and action 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.

# Accessibility Policy

## 1. Duties on Redborne Upper School

1.1 Redborne recognises that we have a duty to:

- not discriminate against disabled pupils for a reason related to their disability.
- 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).

## 2. Reasonable adjustment duty

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

2.2 However, this does not apply to physical alterations and we are not required to make physical alterations to the fabric of the school in order to meet the needs of disabled pupils.

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

## 3. Planning duty

3.1 There are three strands to the planning duty:

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

3.2 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.

3.3 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.

3.4 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.

## 4. Action Strategy

4.1 Appendix 1 is an action strategy relating to the above areas a copy of which is available from the School Office.

4.2 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.

## 5. Communication with parents

5.1 In order to best meet the needs of a pupil with a disability, the school requires full information.

5.2 Parents are expected to work with the school and provide full information about any disabilities, special educational needs or other relevant information to the school before and after the pupil has started.

## 6. Complaints

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

# Appendix 1

## Accessibility Action Plan

| Targets | Strategies | Outcome | Resource | Time |
|---|---|---|---|---|
| When needed, ensure that at least one classroom per subject is accessible to visual impaired, hearing impaired and wheelchair users. | Ensure that all faculties have at least one room that is on the ground floor, or accessible by a lift and that there is flexibility to ensure that the most appropriate rooms are used to meet the needs of the individuals. | All faculties have at least one room that is accessible to all individuals regardless of need. | Careful consideration of timetabling classrooms, e.g for MFL lessons. | All faculties are generally suitable – adjustments to be made dependent on the need of individual staff or students. |
| Teachers and Learning Support Assistants are trained to teach and support students with disabilities | Students with disabilities attending feeder schools are identified and teachers and Learning Support Assistants attend appropriate training courses e.g. ASD awareness, SALT, | Teaching and Learning Support Assistants are trained to meet the needs of specific students with disabilities | Funding for required courses. | Training is ongoing |

| | | | | |
|---|---|---|---|---|
| | supporting students with Down's Syndrome.<br><br>Audit of existing staff to be completed to ensure all have completed relevant training. (Support staff to be included in whole school appraisal process) | Develop awareness of needs amongst subject teachers | Leadership time to complete audit | September 2024 |
| Ensure that all students have access to maximum curriculum experience possible. | Continue to identify limiting factors to any planned activity and where practicable, provide alternative activity of similar nature. | All students have access to the full breadth of the curriculum experience and extracurricular opportunities. | Curriculum planning time and use of teaching assistant time.<br><br>Entry Level and alternative curriculum qualifications available as needed. | Ongoing response to individual needs. |
| More laptops are urgently required within faculties to support students within the classroom and in exams. These laptops should have the appropriate software installed to facilitate the large variety of learning needs and subjects taken to enable them to fully access the | Laptops with appropriate software are available for students to use to complete GCSE coursework, to support students' written work in lessons and for use in exams. | Students have access to laptops for extended written work when required to support their access arrangements and meet their individual needs.<br><br>Better access to the curriculum<br><br>Students will not be disadvantaged in | Suitable laptops available within faculties for those students that have a word processor as an Access Arrangement in exams to ensure it is their normal way of working as per JCQ regulations. | Ongoing to support individual student needs. |

| | | | | |
|---|---|---|---|---|
| curriculum. | | achieving GCSEs because of restricted capabilities of software or limited access to computers in lessons. | | |
| Staff and Teaching Assistants are able to adapt lesson activities, plans and teaching materials to provide inclusive learning opportunities | Staff and Teaching Assistants receive training | Students with disabilities are able to participate in all aspects of the lesson | Further training through whole school and department meetings. | Ongoing but monitored and evaluated annually. |
| Those with difficulties accessing written information are provided with appropriate means to access documents. | Produce 'alternative' document as requested | Information provided in alternative formats. | Ongoing in response to individual needs. | Greater access to information for those who have difficulties accessing written information. |
| School intranet to include the facility to change text to larger font or to screen masks with a choice of colours for those with dyslexia.<br><br>A read aloud facility for those with reading difficulties should also be available. | Discuss with relevant IT professionals. | A school intranet that is accessible to all students and parents with learning disabilities. | | A school intranet that is accessible to all students and parents with learning disabilities. |