

Redhill Primary Academy



Accessibility Plan

Redhill Primary School Accessibility Plan 2024-25

Schools' Duties around Accessibility for Disabled Pupils

The Equality Act 2010. Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Reasonable Adjustment Duty

The Equality Act requires schools and LAs to make reasonable adjustments to ensure that disabled pupils are:

- Not at a substantial disadvantage
- Enable pupils to participate in education and associated services. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled pupils in terms of:
 - Time and effort
 - Inconvenience
 - Indignity and discomfort
 - Loss of opportunity and diminished progress.

Responsibility of Schools & LA

ALL providers to make reasonable adjustments to avoid disadvantaging pupils with disabilities, but schools have an additional duty to plan for better access for disabled pupils.

- Schools are required to prepare accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering maintained schools in their area.
- The nature and content of plans will depend on size of school and resources available to the school.
- Important that schools and LA share information on their plans so that LA accessibility strategy and individual schools' accessibility plans inform each other.
- The reasonable adjustments duty and a wider and more strategic planning approach for schools are intended to complement each other.

Accessibility Plans Target 3 Areas

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by schools.
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Increasing the Extent to which Disabled Pupils can participate in the Curriculum

- Improve the accessibility of the curriculum, covering both teaching and learning, trips and visits, after school activities and extended school activities.
- Planning - All schools must "use their best endeavours" to provide "high quality teaching that is differentiated and personalised" and which should "meet the individual needs of the majority of children and young people." (SEN Code of Practice 1.24).
- Demonstrate what actions the school is taking to increase access to the curriculum, particularly for those pupils with SEND.

Improving the Physical Environment of Schools

- Enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Reasonable adjustments may be needed to ensure equal access to the environment, including the creation of safe spaces, calming areas, and individual workstations.
- In order to ensure compliance with the Equality Act this is in reference to everyone accessing the building and not just the pupils.
- Support services from health, social care and education services are available to advise educational settings about suitable and reasonable adaptations to the inside and outside environment to help include pupils with SEND.

Accessibility at Redhill

Redhill Primary has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is physically, socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Outcome	Action	Timescale	Responsibility	Evidence / Success Criteria	Review Date:
Section 1- Access to the Curriculum and Section 3 – Access to information					
Through reasonable adaptations ensure that written recording is as accessible as possible for all pupils both at home and in school, with a focus on preparation for Y6-7 transition.	Where necessary based on SEND Y5/6 pupils have access to a laptop and be using Microsoft 365 accessibility functions.	Summer 2025	HT/ SENDCo / All staff	All pupils who require it will have access to this software Staff will be confident in using it and teaching its functions.	Summer 25
Section 2 – Access to the Environment					
Ensure reasonable adaptations/considerations are made when carrying out updates to the school building e.g. their impact on our communities SEND such a sensory sensitivity, e.g. noise, brightness etc.	Currently school is undergoing lots of decorative updates to internal building such as replacement doors, decorating/paint work.	Summer 25	HT/ SENDCo / All staff	Building work will be completed and where possible will be sympathetic to the needs of our SEND community.	Spring 2025

Other Relevant Legislation, Regulations & Guidance

- Children & Families Act (2014)
- The Special Educational Needs & Disability Regulations (2014)
- The SEND Code of Practice (revised April 2020)
- Supporting pupils at school with medical conditions (2015)
- Working Together to Safeguard Children (2023)
- Reasonable adjustments for disabled pupils (2012)

- Disability Discrimination Act (1995)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The Children Act 1989 Guidance and Regulations Volume 2 & 3
- Health Standards (England) Regulations 2003