



Rednock School

Quality, Partnership, Success

Accessibility Policy and Plan

Approved by: Full Governing Body **Date:** September 2021

Last reviewed on: September 2018

Next review due by: September 2024

Contents

1. Aims	2
2. Legislation and Guidance	3
3. Action Plan	4
4. Monitoring arrangements	7

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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Rednock School believes that each member of the school community has equal rights in every area of school life. Students are offered every opportunity to experience, understand and value diversity.

As a school, we seek to develop to the full the intellectual, physical, social, moral, spiritual and cultural potential of each student and to bring to each student a realisation of his / her role and value in the community as well as his / her responsibilities to that community.

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.

The school supports any available partnerships to develop and implement the plan and works in collaboration with local authority partners, outside agencies and parents to ensure that the requirements of all our community are met.

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.

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 is a new draft 3 year action plan and is currently being finalised with SLT, SEND team and Governor SEND link.

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 students with a disability	<p>The school curriculum and students' setting is carefully considered and work is appropriate to students' level of need, showing success in their learning and progression.</p> <p>All students are fully integrated into lesson and are not ostracised due to their additional needs</p> <p>The curriculum is regularly reviewed to ensure it meets the needs of all students</p>	<p>That the curriculum offered is in line with the correct CEAIG pathways available to students across their 5-7 years here at Rednock and beyond</p> <p>Have a multi faceted curriculum to recognise and support all needs of students from academic to social and cultural; thereby ensuring that all students have the skills required to be successful in their chosen life path.</p>	<p>Review current academic curriculum</p> <p>Character Curriculum audit to take place to ensure that students are supported in all areas of their development</p> <p>Character Curriculum developed</p> <p>Regular and ongoing SEN CPD to take place</p>	<p>SLT lead for SEND and SLT lead for curriculum</p> <p>Lead of Character Curriculum</p> <p>Coordinated by SENDCO and CL SEND</p>	<p>December 2021</p> <p>December 2021</p> <p>September 2022</p> <p>Ongoing</p>	<p>Outcomes for students with SEND will be good and their destination data will show</p>

		That teaching staff are appropriately skilled and regularly trained to differentiate the curriculum for all student needs				
Improve the social experience within our school community of students with social and emotional needs	<p>The school is separated into communities which give students a sense of belonging and many advocates to help with individual needs</p> <p>The school has designated spaces to allow students to regulate and calm when a situation arises to give them anxiety or to overload their senses</p> <p>Staff have a strong understanding strategies to support and help regulate students who have an overload of emotions</p>	<p>Embed a trauma informed approach to working with all members of the community thus reducing incidents of escalation and sensory overload.</p> <p>Audit and consider all areas of the school for their sensory impact on students so that there is a clear</p>	<p>Trauma informed approach training to take place with staff and key students</p> <p>Trauma Informed good practice to be a regular part of meetings</p> <p>Use this approach to develop a relationships policy approach as a whole school staff</p> <p>Audit of school areas to take place to inform supportive environment</p>	Assistant Head-Pastoral		

		network of safe spaces and areas to support students				
Improve and maintain access to the physical environment	<p>Rednock School has been carefully designed to be welcoming and accessible for all. It is over three floors, however does have two lifts at opposing ends of the school that service all three floors.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Elevators ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height 	Provide the situation within the school that will allow wheelchair users free and wholesale access to the site and all opportunities within it.	<p>Development of changing and hoist facility for students accessing school provision in wheelchairs</p> <p>Audit of school and it's current accessibility to be undertaken</p>	<p>SENDCO and Facilities Lead</p> <p>SENDCO and local authority support and guidance</p>	<p>In situ and operational by September 2022</p> <p>December 2021</p>	<p>Facility in place to allow students to have full access to curriculum and health and well being needs</p> <p>Clear audit undertaken which will then inform future action planning</p>

4. Monitoring arrangements

This document will be formally reviewed every **3** years by the full governing body.

The action plan is reviewed at least annually by members of the SEND team, the senior leadership team and the link governor for SEND.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy