



Rednock School

Accessibility Plan

2025-2028

Rednock School

Where everyone matters



Date Approved:

September 2025

Date of Review:

September 2026

Lead Member of Staff:

SENCo / SLT Lead

Governor Responsible:

SEND/Equality Link Governor

ACCESSIBILITY PLAN 2025 - 2028

School Context

Rednock School's vision is to be a school where everyone matters.

We strive to be a school that *inspires* and *motivates* our students and staff to be *ambitious* for themselves and each other. To be a school at the heart of its community that is *tenacious* about improving the world we live and learn in. A school where we achieve the highest standards in all that we do. A school that *takes responsibility* for our futures and community. A school which delivers an exceptional education which allows our students to *explore* their curiosities and passions. A *respectful* school where tolerance and kindness resonate amongst our community.

Aims

The school aims to deliver an **ambitious** vision for students with disabilities that is demonstrated by all staff.

The school aims to 'level the playing field' for those with disabilities and strives to provide appropriate, well considered **support** that is delivered consistently across all teaching, learning and social situations and maximises independence.

The school aims to deliver a high quality educational provision which has been skilfully **adapted and modified** to ensure accessibility for every student with a disability.

Consultation with Stakeholders

This accessibility plan has been written in consultation with Governors, Senior Leaders, Teaching staff, Support staff and Students.

Access to the Curriculum, Environment, and Information

At Rednock School, we are committed to providing full access to education, the wider school experience, and key information for every student, including those with disabilities or additional needs. Our provision is designed to remove barriers, enable participation, and ensure equality of opportunity.

1. Access to the Curriculum

We strive to enable access to the curriculum for all students. The following statements outline the range of strategies we use to help achieve this:

Curriculum design and adaptation

- Curriculum Maps: Large curriculum maps are displayed in each classroom to make topics and learning journeys clear for all students.
- The Rednock Way of Teaching & Learning: Our school-wide pedagogy focuses on adaptive teaching, enabling all students to engage with lessons.

- **Adaptive Teaching:** Teachers adapt lesson content, resources, and delivery to maximise participation for students with disabilities.
- **Flexible Seating and Layout:** Adjustable tables and personalised seating plans are used to ensure individual needs are met, and students are included alongside their peers.
- **Differentiation:** Tasks are tailored to individual needs, including sentence starters, writing frames, and scaffolded expectations to ensure access to learning.
- **Assistive Technology:** Laptops, reading pens, Myon (audiobooks), screen colour/contrast adjustments, and read-aloud functions are used to support accessibility.
- **Accessible Assessment:** Assessment considers effort, engagement, and progress, ensuring that students are recognised for their achievement and personal development.

Behaviour, Rewards and Interventions

- **Positive Rewards System:** Certificates, awards evenings, and in-class recognition celebrate effort and success for all students.
- **Intervention Programmes:** Speech and language therapy, phonics interventions, counselling, and fine/gross motor skills activities (e.g., theraputty) are offered where appropriate.
- **Practical Adjustments:** Time-out cards, toilet passes, fiddle toys, and remote lesson access (Google Classroom) are available to meet individual needs.

Inclusive Participation and Enrichment

- **Clubs and Activities:** A high proportion of students with disabilities actively participate in extra-curricular activities and school events.
- **Accessible Trips:** All trips are reviewed and adapted to ensure inclusion. Accessibility minibuses and additional staffing make trips affordable and practical for every student.

Support for Students with Disabilities

- **Teaching Assistants (TAs):** Well-trained and experienced TAs provide targeted 1:1 or small group support, including mentoring and mobility assistance.
- **Specialist Support:** Provision of scribes, readers, practical assistants, and advice from external agencies.
- **EHCPs and MyPlans:** Staff use student passports, MyPlans, and EHCPs to personalise learning and ensure consistent support.
- **Medical and Sensory Support:** A dedicated medical room, sensory room, and quiet spaces are available for students who need them.

Staff Development & Collaboration

- **CPD:** Staff receive regular training on adaptive teaching, SEND strategies, and inclusive practice.
- **Collaborative Planning:** Departments work together to remove barriers, adapt trips, and share expertise.
- **Pastoral Care:** Staff work closely with families to ensure that support is well-matched to student needs.

Subject-Specific Examples

- **Art:** Schemes of work are fully adaptable, offering digital tools, textured surfaces, larger brushes, and open-ended outcomes to ensure all students can engage creatively.

- PE: The curriculum includes adapted sports (e.g., boccia) and a range of physical activities, allowing every student to participate meaningfully and thrive.

2. Access to the Physical Environment

At Rednock School, the physical environment is designed to be inclusive and accessible. The following statements outline the range of strategies we use to help achieve this:

- The majority of the school site is accessible to students with disabilities, including those with physical disabilities.
- Lifts and ramps provide access to all floors and key areas of the site.
- Two access parking spaces are available at the front and rear of the school for students, staff, and visitors.
- The school minibus is adapted for wheelchair users, enabling participation in trips and visits.
- The school stage has been adapted to ensure wheelchair users can take part in performances and celebration events.
- A hygiene suite is available to meet the personal care needs of students who require it.

3. Access to Information

At Rednock School, we ensure that all students, including those with disabilities, can access information in a way that meets their needs. The following statements outline the range of strategies we use to help achieve this:

- Information is shared via letters, email communications, videos, the school website, and social media posts.
- Learning materials can be adapted through enlarged text, coloured overlays, electronic formats, and read-aloud functions.
- Teachers provide additional explanations and personalised guidance where required, ensuring clarity and understanding.
- Parents and carers are kept informed through regular communication and meetings to discuss support strategies.



REDNOCK SCHOOL ACCESSIBILITY PLAN

2025 – 2028

1. Aims of the Plan

At Rednock School, we are committed to ensuring that all students, including those with disabilities, have equal access to:

- The **curriculum** (lessons, learning resources, enrichment opportunities).
- The **physical environment** (classrooms, communal spaces, performance areas, trips).
- **Information** (teaching resources, communications, policies).

This plan sets out how we will continue to remove barriers to participation, improve accessibility, and promote inclusion over the next three years.

2. Current Position

- **Curriculum:** Adaptive teaching, differentiated tasks, and assistive technology are routinely used. High levels of participation from students with disabilities in trips and extra-curricular activities.
- **Physical Environment:** Majority of the school site is accessible by lift and ramp. Stage and minibus adapted for wheelchair use. Hygiene suite and adjustable furniture available.
- **Information:** Materials provided in multiple formats (enlarged text, coloured overlays, digital resources). Parents kept informed via multiple communication channels.

Key Objectives for 2025 – 2028

Objective	Action Steps	Responsibility	Timescale	Success Criteria / Monitoring
1. Improve access to the curriculum for all students with SEND and disabilities	<ul style="list-style-type: none"> • Continue to embed adaptive teaching across all departments. • Extend use of assistive technology (e.g., laptops, reading pens, voice-to-text software). • Ensure Schemes of Work are reviewed annually to identify and remove potential barriers. 	SENCo, Subject Leaders, SLT	Ongoing – annual review each July	<p>Evidence of increased engagement and attainment of students with SEND (data and student voice).</p> <p>Teachers consistently adapt resources/lessons.</p>
2. Strengthen staff confidence and expertise in supporting students with disabilities	<ul style="list-style-type: none"> • Deliver regular CPD on SEND strategies, sensory awareness, and assistive technology. • Develop quick-reference “inclusion guides” for all staff. • Train additional staff as practical assistants for wheelchair users. 	SENCo, CPD Lead	CPD sessions each term; guide published by Summer 2026	Improved teacher confidence (staff survey). Positive student/parent feedback. Fewer barriers reported in lessons.

<p>3. Enhance physical accessibility across the site</p>	<ul style="list-style-type: none"> • Conduct annual site accessibility audit. • Review routes around the school • Review classroom layouts to maintain wheelchair access. • Improve signage (visual and tactile) where needed. 	<p>Health and Safety Manager, SENCo, SLT</p>	<p>Audit each Spring Term; adjustments implemented by Summer</p>	<p>All areas remain accessible. Any identified barriers resolved within one term.</p>
<p>4. Ensure equality of participation in enrichment and trips</p>	<ul style="list-style-type: none"> • Maintain a review process for all trips to assess accessibility. • Continue use of adapted minibus and ensure funding for support staff. • Track participation rates for students with SEND in extra-curricular activities. 	<p>Trip Leaders, EVC, SENCo</p>	<p>Ongoing – termly monitoring</p>	<p>100% of students offered accessible trip alternatives. Participation rates match or exceed peers.</p>
<p>5. Improve access to information for students and parents</p>	<ul style="list-style-type: none"> • Provide key documents in alternative formats on request (large print, digital versions). • Ensure the website meets accessibility standards (colour contrast, text alternatives). • Provide video guides/subtitles for key information. 	<p>Admin Team, SENCo, IT Manager</p>	<p>Review annually</p>	<p>Parents and students report that information is accessible. Website compliant with accessibility regulations.</p>