

**Accessibility plan**

|  |
| --- |
| Our vision is to provide students with the best opportunities possible to be positive and successful members of their communities. We do this by developing the whole student as well as focusing on their academic development. We do this through high quality, positive teaching and support and three core beliefs underpin everything we do:Everyone has the potential to achieveWe have high expectations of ourselves and othersWe respect ourselves and others |
| This policy was updated on: September 2023 |
| This policy was created on: October 2020 |

# Introduction

# Disability statement

At Redbourn Park School we believe in providing every opportunity to develop our pupils and staff to reach their full potential. Our pupils are encouraged to challenge themselves to be the best they can. We achieve this by ensuring:

* everybody feels valued, cared for and respected
* all our pupils have full access to the whole curriculum (including activities, trips, sports, assemblies, and reward events).

It is our aim to reduce, and where possible eliminate, barriers to access in our schools, the physical environment and the curriculum for pupils and prospective pupils, staff, parents/carers and visitors with and without a disability.

We promote and support disability awareness and equality for all disabled pupils, staff, parents, stakeholders and visitors to our school. We have a duty to publish our Accessibility Plan which explains how we are doing this and what we plan to do, which follows this statement.

This accessibility plan should be considered alongside our Equality and Diversity Policy. It is written to meet the requirements of Schedule 10 of the Equality Act 2010.

As a school providing education and support to pupils with complex needs, including ASD and social, emotional and mental health (SEMH) difficulties, we have a responsibility to:

* consistently promote equality of opportunity
* eliminate unlawful discrimination
* eliminate disability-related harassment
* promote positive attitudes towards disabled people
* encourage participation by disabled people in public life
* be tolerant and aware of all needs of pupils, staff and visitors
* take steps and make reasonable adjustments to meet disabled people’s needs.

# Our accessibility plan

This accessibility plan considers primarily pupils but all stakeholders’ access to:

* the curriculum
* the physical environment
* information normally provided in written form

|  |
| --- |
| Accessibility plan |
| Action | Timescale | Finance | Responsibility | Monitoring |
| Compliance with the equality act 2010 |
| Compliance with the equality act 2010 | Ongoing | NA | All | Governance |
| Admissions |
| Ensure the wording of all school documentation and policies makes provision for disabled pupils and is therefore not unintentionally discriminatory | Ongoing | NA | HT | Governors |
| Thoroughly consider and plan for the needs of the pupil prior to entry (linked to curriculum as well as access) | ongoing | Pupil banding budgets | HT | HT |
| Accessibility to buildings |
| Doors wide enough for wheelchairsDisabled toilets are availableUpstairs has no lift facility, all lessons and meetings would be held downstairs as required or arrangements to be made at Community Centre | As required | Budget made available as required | Governors & HT | Governors & HT |
| Trips planned to include locations all pupils and staff can access | Ongoing | NA | HT | HT |
| Access to Education and learning |
| The school offers a continually training program to ensure staff are up to date and appropriately equipped to support the pupils and their needs | Ongoing | School budget | HT | HT |
| The curriculum is wide, balanced and relevant. All pupils are able to access it (adapted and with appropriate support where appropriate) | As required | HT | HT |
| Technology, such as larger keyboards and screens for pupils that require it | As required | HT | HT |
| Technology, such as larger keyboards and screens for pupils that require it | As required | HT | HT |
| An alternate sport program where required so all pupils have access to a sports curriculum and physical education experience. | As required | HT | HT |
| Policies, procedures & written information |
| Disability and additional needs awareness to be considered and reflected in school policies and procedures as appropriate | Ongoing | NA | HT | HT |
| Larger print handouts  | Ongoing | As required | Teachers & HT | HT |
| Scaffolded and differentiated information | Ongoing | As required | Teachers & HT | HT |
| School letters and information in accessible formats  | Ongoing | As required | HT | HT |
| Medical |
| Assess needs and acquire appropriate resources required for pupils prior to starting placement | Ongoing | As required | Teachers & HT | HT |
| Training for staff on specific and sometimes specialised needs and conditions | Ongoing | As required | Teachers & HT | HT |

|  |  |
| --- | --- |
| Published on |  |
| By |  |
| Chair of Gov Sig/date |  |
| Head Teacher sig/date |  |

Staff read and acknowledged:

|  |  |
| --- | --- |
| Name | Sig/Date |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |