Accessibility Plan 2026–29

Redbourn Park School

Approved by	Richard McCabe
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Next review due	August 2027
Applies to	Disabled pupils, prospective pupils, parents and carers, staff and visitors at Grovehill and Gaddesden
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Proprietor/chair signature	

Related policies

Equality Policy
Admissions Policy
Children with Health Needs Policy

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1. Aims

Redbourn Park School is an independent special school for pupils aged 7–16 with education, health and care (EHC) plans. Most of our pupils are autistic or have social, emotional and mental health needs, and every pupil has special educational needs or a disability. Guided by our values of Safety, Empathy and Ambition, we aim to remove, and where possible prevent, barriers to learning and to school life for disabled pupils, prospective pupils, parents and carers, staff and visitors.

This plan sets out how we will, over the three years from 2026 to 2029:

- Increase the extent to which disabled pupils can take part in the curriculum, including activities, trips, sport and celebrations
- Improve the physical environment of the school, so that disabled pupils can take better advantage of education, benefits, facilities and services
- Improve the delivery of information to disabled pupils, and to parents and carers, in formats that suit them

We will make sure everyone feels valued, cared for and respected, and that every pupil has full access to the whole curriculum, with adaptations and support where they are needed.

2. Legislation and guidance

This plan meets the requirements of Schedule 10 of the Equality Act 2010, which requires schools to have an accessibility plan, and of the Independent School Standards. It takes account of the Department for Education's Equality Act 2010: advice for schools and the SEND Code of Practice: 0 to 25 years.

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day-to-day activities. Under the Act, the school must not discriminate against, harass or victimise disabled pupils, and must make reasonable adjustments, including providing auxiliary aids and services, so that disabled pupils are not at a substantial disadvantage.

This plan should be read with the Equality Policy, which sets out how we meet our wider duties under the Equality Act 2010.

3. Our school and sites

Our pupils have complex needs that affect communication, sensory processing, emotional regulation and learning. Some also have physical or medical needs. Every pupil has an individual risk assessment and support plan, and adjustments are planned with the pupil, their family and the professionals who know them before they start.

Site	Access position	Arrangements
Grovehill	Doors wide enough for wheelchairs; accessible toilet available	Rooms and routes are reviewed when a pupil, parent, carer or member of staff needs adjustments
Gaddesden	Accessible toilet available; door widths and step-free routes will be checked in the access audit	Rooms and routes are reviewed when a pupil, parent, carer or member of staff needs adjustments
All sites	No lift to the upstairs rooms	Lessons and meetings are held downstairs when needed, or at a suitable nearby venue
Unit 1, Maxted Road	Key Stage 4 space, when in use	Access will be assessed before pupils start there and added to this plan

4. Action plan 2026–29

The tables below set out our objectives for the three years. The Headteacher leads the plan, working with the SENDCO and the Head of Operations. Progress is reviewed each year.

4.1 Access to the curriculum

Objective	Actions	Lead and timescale	How we will know
Every pupil can access a broad, balanced and relevant curriculum	Plan teaching around each pupil's EHC plan, communication and sensory profile; adapt content, pace and resources; use visual supports and augmentative and alternative communication (AAC) where needed	Headteacher and SENDCO; ongoing, reviewed termly	Planning and work samples show adaptations; pupils make progress against their targets
Staff are trained to meet pupils' specific needs	Induction and annual training on autism, sensory needs, communication, trauma and specific medical conditions; extra training when a pupil with a new need joins	Headteacher; each year	Training records complete; staff confidence improves in training feedback
All pupils can take part in physical education and sport	Offer an alternative sport programme where needed, with adapted equipment and venues	Headteacher; ongoing	Every pupil has a PE and sport offer recorded in their timetable
Trips and visits are open to every pupil	Choose venues that all pupils and staff can access; plan adjustments in each risk assessment; rehearse new visits with pupils who need it	Visit leaders, approved by the Headteacher; each visit	No pupil is left out of a trip because of disability
Pupils have the technology they need to learn	Provide equipment such as larger keyboards and screens, assistive software and AAC devices, funded from the school budget	Headteacher and SENDCO; as required	Equipment is in place before or soon after a need is identified

4.2 Improving the physical environment

Objective	Actions	Lead and timescale	How we will know
Each site is as accessible as it reasonably can be	Complete an access audit of Grovehill and Gaddesden, covering entrances, routes, toilets, lighting, acoustics and quiet spaces; agree improvements with landlords	Head of Operations; audit by July 2027, actions by July 2029	Audit completed; agreed actions finished and recorded
The environment supports pupils' sensory needs	Provide low-arousal spaces, clear signage and visual timetables on both sites; review noise and lighting in teaching rooms	Headteacher; by July 2028	Each site has at least one calm space; pupil voice shows pupils feel comfortable
Rooms without step-free access do not exclude anyone	Hold lessons and meetings in accessible rooms whenever a pupil, parent, carer, member of staff or visitor needs it	Headteacher; ongoing	No activity is missed because of a lack of step-free access
Disabled people can leave the building	Personal emergency evacuation plans for anyone who needs one;	Head of Operations; reviewed each year	Plans in place and tested in fire drills

Objective	Actions	Lead and timescale	How we will know
safely in an emergency	fire risk assessments consider disabled people		
New premises are accessible from the start	Assess access at Unit 1 and any new site before pupils use it, and add actions to this plan	Head of Operations; before each site opens	Access assessment completed and acted on

4.3 Improving the delivery of information

Objective	Actions	Lead and timescale	How we will know
Pupils can understand information about their learning and school life	Use scaffolded and differentiated information, symbols, visual supports, larger print and AAC	Teachers, led by the Headteacher; ongoing	Pupils can explain their targets and routines in their preferred way
Parents and carers can access school information	Provide letters and key documents in accessible formats on request, including larger print, plain English and translation or interpretation	Headteacher; ongoing	Requests are met promptly and recorded
Policies and procedures reflect disability awareness	Consider disability and additional needs whenever a policy is written or reviewed; use clear, accessible language	Headteacher; at each policy review	Policy reviews record that accessibility was considered
Our website and digital communication are accessible	Check the website and Arbor messages against basic accessibility standards (readable fonts, alternative text, accessible documents)	Head of Operations; by July 2027, then each year	Checks completed and issues fixed

5. Admissions

Our admissions arrangements do not discriminate against disabled pupils. Before a pupil starts, we consider and plan for their needs, including curriculum, physical access and medical needs, and arrange the resources and training required. The wording of school documents and policies is checked to make sure it is not unintentionally discriminatory.

6. Monitoring arrangements

This plan covers 2026 to 2029. It will be reviewed every year by the Headteacher, with the SENDCO and the Head of Operations, taking account of feedback from pupils, parents and carers and staff, and progress will be reported to the proprietor/chair. The proprietor/chair will approve each review. A new three-year plan will be written by August 2029.

7. Links with other policies

This plan links to the following policies:

Equality Policy; Admissions Policy; Children with Health Needs Policy; First Aid Policy; Health and Safety Policy; Planning, Teaching and Learning Policy; Home–School Communication Policy; and Complaints and Compliments Policy.