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| <b>Date of approval – Trust Board</b>           | May 2026                   |
| <b>Name of School</b>                           | Redfield Educate Together  |
| <b>Date of approval – Local Governing Board</b> | 01.07.2026                 |
| <b>Review date:</b>                             | Every 3 years<br>June 2029 |

## 1. Statement of intent

- 1.1 This plan outlines how Redfield Educate Together aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).
- 1.2 A person is regarded as having a disability under the Equality Act where 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.
- 1.3 This plan aims to:
  - Increase the extent to which pupils with disabilities can participate in the curriculum.
  - Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
  - Improve the availability of accessible information to pupils with disabilities.
- 1.4 The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.
- 1.5 The governing board also recognises its responsibilities towards employees with disabilities and will:
  - Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
  - Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
  - Undertake reasonable adjustments to enable staff to access the workplace.
- 1.6 The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## **2. Legal framework**

2.1 This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

## **3. Roles and responsibilities**

3.1 The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

3.2 The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

3.3 The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

3.4 Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

## 4. The Accessibility Audit

4.1 The governing board will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

4.2 When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

4.3 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

4.4 All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

|             | Issue                                                                                                                                                                                                                                                                                                          | What                                                                                                                                                                                                                                                                                               | Who                                                       | When        | Outcome                                                                                                                                                                                                                                        | Review      |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Short term  | The ETAT core offer for the environment is not consistently implemented across all classrooms to ensure environments are fully inclusive to all pupils.                                                                                                                                                        | Audit of classrooms<br>Audit of resources<br><br>Encourage teachers to access the Inclusion Library to strengthen the Core Offer in their class.                                                                                                                                                   | Executive Headteacher, Head of School, teachers, SENCO    | Autumn 2026 | Audits show improvement in the core offer for the environment.<br><br>Staff are more confident in understanding the ETAT Core Offer and what resources can be used to ensure an inclusive classroom environment.                               | Summer 2027 |
|             | Staff members have varying skillsets, knowledge and expertise in how to support pupils with SEND to access learning through adaptive teaching strategies.                                                                                                                                                      | Carry out staff needs analysis to identify strengths and gaps in SEND pedagogy.<br><br>Offer targeted training and support for teachers and LSAs (eg scaffolding, chunking, modelling)                                                                                                             | Executive Headteacher, Head of School, Phase Leads, SENCO | Spring 2026 | Staff needs analysis completed and training planned accordingly. Evidence from class drop ins/ learning walks shows increased use of strategies to scaffold and support SEND pupils. Staff members have the skills to support pupils with SEND | Spring 2027 |
| Medium term | The graduated approach is not yet consistently embedded, and matching targets to the needs of pupils, across the school within the teaching team. This process will fluctuate due to changes in staff, but school will ensure clear expectations and specific goals for continuous improvement are always set. | SMART targets training for teachers<br>3 x termly staff meetings to revisit the graduated approach as part of APDR cycle<br>SENCO to attend and model at SEN support meetings for new staff or staff who need further support<br>SENCO to audit SEN support plans 3 x a year as part of monitoring | Teachers, SENCO                                           | Autumn 2026 | Cycles of A,P,D,R will become clearer and more consistent with needs and targets set which align with the pupil's profile.                                                                                                                     | Summer 2028 |

|           |                                        |                                                                                                                                                                                 |                                                        |             |                               |             |
|-----------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------|-------------------------------|-------------|
| Long term | Pupils with SEND cannot access lessons | Training for all staff on accessibility features/apps and resources that can support children to access learning.<br>Provide devices and other adjustments for pupils with SEND | Executive Headteacher, Head of School, SENCO, Teachers | Autumn 2027 | All pupils can access lessons | Spring 2028 |
|-----------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------|-------------------------------|-------------|

## Planning duty 2: Physical environment

|             | Issue                                                                                                     | What                                                                                                                                                                                                                                                                                             | Who                                                               | When        | Outcome                                                                                                                                                   | Review      |
|-------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Short term  | Some elements of the school's physical environment may not be accessible for all pupils.                  | Audit of physical environment to identify any next steps/ improvements.<br><br>SENCO to share this with all staff so they are aware.                                                                                                                                                             | Executive Headteacher, Head of School, SENCO, Governors, Teachers | Autumn 2026 | School is aware of accessibility barriers to its physical environment and will make a plan to address them                                                | Summer 2027 |
|             | Not all staff are confident in using/following intimate care plans.                                       | Updated intimate care plans – sharing with key staff and parents<br><br>Updated intimate care guidance for staff working directly with pupils who need it                                                                                                                                        | SENCO                                                             | Autumn 2026 | Staff are confident at supporting pupils with intimate care. Plans are in place and shared with parents and staff.                                        | Summer 2027 |
| Medium term | Accessibility and use of toilets and changing spaces for disabled pupils have not recently been reviewed. | Audit suitability of toilets and changing spaces – identify any improvements needed and share with SLT/Trust                                                                                                                                                                                     | SENCO                                                             | Summer 2027 | Pupils have appropriate, suitable and accessible changing facilities.                                                                                     | Spring 2028 |
| Long term   | We are not working with local partners to identify and removing barriers to accessibility.                | Work with other schools/SENCOs to share best practises and resources aimed at enhancing the physical environment for SEND accessibility. Focus on developing strategies that address the diverse needs of children with disabilities, ensuring an inclusive and supportive learning environment. | Executive Headteacher, Head of School, SENCO                      | Spring 2028 | Collaboration with other professionals means the school building is fully accessible, resources are used effectively, spaces are inclusive for all pupils | Autumn 2028 |

### Planning duty 3: Information

|             | Issue                                                                                                                                                                                                                | What                                                                                                                                                                                               | Who                               | When        | Outcome                                                                                                                                                                                                             | Review      |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Short term  | SLT do not know whether school information is accessible.                                                                                                                                                            | Audit of information and delivery procedures<br><br>Parent/carer/community voice/survey                                                                                                            | SENCO, Head of School, Admin team | Spring 2027 | School is aware of accessibility gaps to its information delivery procedures                                                                                                                                        | Summer 2028 |
|             | Pupils who need to communicate in different ways have varied experiences in how they can do this with peers/adults                                                                                                   | Introduce a Makaton sign of the week in assemblies and share weekly with parents/carers<br>Staff training on Total Communication Approach<br>Continued consistent use of widgeit symbols and words | SENCO<br><br>SLT<br><br>Teachers  | Autumn 2026 | All staff to have the skills to use a Total Communication approach (words accompanied by pictures, symbols, visuals, signing, use of assistive technology) as needed for pupils who have Speech and Language needs. | Summer 2027 |
| Medium term | Teachers do not consistently use British Dyslexia Association (BDA) style guide on lesson slides and/or handouts.<br>Lesson materials are not accessible to children with specific literacy difficulties / dyslexia. | BDA style guide training for all staff.<br><br>Master slides with correct formatting and backgrounds shared for all staff to use when planning                                                     | Head of School, SENCO, Teachers   | Summer 2027 | Lesson slides and materials are fully accessible to children with specific literacy difficulties / dyslexia                                                                                                         | Summer 2028 |
| Long term   | School website is not accessible to children with SEND                                                                                                                                                               | Audit of website                                                                                                                                                                                   | ICT manager                       | Summer 2028 | Website is fully accessible                                                                                                                                                                                         | Autumn 2029 |

