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REDWOOD PARK
ACADEMY

ACCESSIBILITY PLAN

Our vision is that all pupils at Redwood Park Academy will be confident communicators, who are growing to be more independent, so that they are happy and healthy young adults who make positive contributions to their community

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Name of Responsible Officer:	Principal
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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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Redwood Park Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision:

Our vision is that all pupils at Redwood Park Academy will be confident communicators, who are growing to be more independent, so that they are happy and healthy young adults who make positive contributions to their community.

Our Values:

Kindness - We are kind, helpful and considerate

Communication - We communicate to express our needs and connect with others

Ambition - We are ambitious; we do our best to be our best

The plan will be made available online on the school website, and paper copies are available upon request via the school office.

Redwood Park Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Redwood Park Academy supports any available partnerships to develop and implement the plan.

Concerns relating to accessibility, should be raised under the Complaints Policy and Procedure which is available on the school website.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, families, staff, and governors of the school.

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.

This policy complies with our funding agreement and articles of association.

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3. Action plan

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 pupils with a disability	• Our school offers a personalised curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed regularly to ensure it meets the needs of all pupils Each class is supported by a class teacher and at least 2 Teaching Assistants, the number of adults support all pupils to access and engage with the personalised curriculum.					

Improve and maintain access to the physical environment	The building and site meet and exceed the requirements of the Equality Act 2010. The school is situated on a flat plot, with the majority of the learning area on the ground floor with flat access and some specialist learning environments on the first floor and a lift between floors. Internal doors can accommodate wheelchairs with exceptionally wide corridors to enable free movement of wheelchair users. Movement between buildings is also supported by the use of ramps, and there are handrails fitted in these areas to support those with mobility needs. We also have: • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height Kitchen appliances (sinks and cookers at wheelchair accessible height).	Improve access to the school grounds from transport drop/collection points.	Dropped curb to be installed from the path to the entrance	Louise Quaid	July 2026	Physical Updates

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Pictorial or symbolic representations • Makaton The school has visiting peripatetic teachers who advise the school staff on the needs of students with visual impairment, hearing impairment, and dual sensory impaired students and how to facilitate and maximise their access to the curriculum.	Maintain the use of Makaton and communication aids	A cycle of training through the staff induction and CPD schedule ensuring staff are trained to engage effectively in communication for all pupils	Maria Thorne	Ongoing academic year 2025 - 2026	Staff evaluations and pupil outcomes via the EHCP

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by Redwood Park Academy Committee.

5. Links with other policies

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

- Risk Management Policy
- Health and Safety Policy
- SAT Equality Information and Objectives Statement
- Special Educational Needs (SEN) information Report
- Supporting Pupils with Medical Conditions Policy