

## Reddish Hall School Accessibility Plan 2025–2026

Reddish Hall School is committed to ensuring equality of opportunity for all pupils, staff, parents and visitors. We are fully committed to meeting our duties under the Equality Act 2010 and the Public Sector Bodies Accessibility Regulations 2018. This Accessibility Plan sets out our ongoing commitment to increasing access to the curriculum, improving the physical environment, and enhancing the delivery of information in accessible formats.

### 1. Increase Access to the Curriculum

We aim to ensure that all pupils, including those with physical disabilities, sensory impairments and other additional needs, are able to access a broad, balanced and enriching curriculum. This includes teaching and learning, wider enrichment, and the use of assistive technology.

Target	Actions	Timescale	Success Criteria
Identify and provide specialist equipment and aids	Assess individual needs prior to admission; source and provide appropriate equipment; train staff in its use.	Ongoing, during admissions process	Pupils have equipment and resources needed to access learning.
Ensure access to therapeutic and clinical support	Identify and coordinate SALT, OT, sensory profiling and other relevant input.	Ongoing	Pupils' learning is supported through integrated therapeutic provision.
Widen pupil experiences through SMSC and enrichment	Produce planning linking curriculum to cultural events, ASPIRE, Life Skills, Learning Outside the Classroom.	Annual (September)	Pupils access a wide range of enriching experiences supporting SMSC development.
Ensure inclusive extracurricular opportunities	Half-termly review of clubs; gather pupil voice via School Council; liaise with parents to support access.	Half-termly	Pupils engage in chosen activities promoting personal, social and emotional development.
Broaden educational visits offer	Staff to plan purposeful educational visits linked to curriculum outcomes; ensure accessibility of venues and transport.	Annual (September)	Pupils engage in inclusive trips enhancing curriculum knowledge and long-term memory.
Ensure broad curriculum	Annual curriculum reviews; staff research	Annual	Pupils make informed choices and

access and accredited routes	accreditation pathways; Year 9 pupils supported in option choices.		study as broad a curriculum as possible for as long as possible.
Develop staff expertise in adaptive teaching and assistive technologies	Regular CPD on adaptive strategies, assistive software, and inclusive classroom practice.	Annual CPD cycle	Staff confidently adapt resources and teaching, ensuring access for all learners.
Support transitions to Post-16	Ensure accessibility is considered in EHCP reviews and careers guidance.	Annual (Year 9 onwards)	Pupils have well-planned and accessible Post-16 pathways.

## 2. Improve and Maintain Access to the Physical Environment

We will continue to adapt and develop the school's physical environment to ensure safe and inclusive access for all pupils, staff and visitors.

Target	Actions	Timescale	Success Criteria
Monitor accessibility of sites	Daily/weekly H&S checks and monthly inspections by H&S Lead with follow-up actions.	Ongoing	Compliance issues identified and addressed promptly.
Ensure stairwells and circulation spaces are accessible	Regularly check nosings, surfaces, lighting and signage.	Ongoing	All stairwells are safe and compliant.
Maintain lift access at The Hive	Weekly informal checks; servicing schedule maintained with approved contractors.	Ongoing	Lift remains operational and available to those with mobility needs.
Provide and maintain sensory and low-arousal spaces	Maintain sensory rooms across sites; re-design teenage provision in 2025; ensure access to quiet spaces.	Ongoing	Pupils can access safe, calming environments supporting self-regulation.
Ensure safe emergency evacuation for all	Develop and review Personal Emergency Evacuation Plans (PEEPs).	Annual review or as needed	All pupils/staff with additional needs have effective evacuation plans.
Ensure outdoor spaces are accessible	Inspect playgrounds, outdoor classrooms and transport for accessibility.	Ongoing	All areas of the site are safe and inclusive.

### 3. Improve the Delivery of Accessible Information

We will ensure that written, digital and verbal information is provided in accessible formats for pupils, parents, staff and visitors.

Target	Actions	Timescale	Success Criteria
Ensure availability of alternative formats	Make written information available in large print, coloured paper, braille, audio, Easy Read and community languages where required.	Ongoing	Parents and visitors can access information in their preferred format.
Ensure digital accessibility	Maintain website compliance; publish Accessibility Statement online.	Ongoing	Website and online resources are accessible to all users.
Use accessible classroom resources	Timetables with Widgit symbols; dual coding strategies; plain English resources.	Ongoing	Pupils access information through adapted resources supporting understanding.
Staff training on accessible communication	Provide CPD on creating accessible written/digital information.	Annual CPD cycle	Staff confidently produce accessible information.
Gather feedback from parents and pupils	Regular surveys and consultation on accessibility of information.	Annual	Feedback informs improvements to communication.

### Monitoring and Review

This Accessibility Plan will be monitored termly by the Senior Leadership Team and reported annually to governors. It will be reviewed annually and updated as required to reflect changes in legislation, school development and pupil needs. The plan links with the school's Equality Objectives, SEN Policy, and Health & Safety Policy.