

Accessibility Policy

Version	Date	Updated by
1.1	September 2021	Veronica Duggan
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1.3	September 2023	Veronica Duggan
1.4	September 2024	Veronica Duggan
1.5	September 2025	Colette Nuttall
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Rationale

Date reviewed:	September 2026	Policy:	Accessibility policy
Review due:	September 2027	Reviewed by:	Colette Nuttall

This policy supports the school to strive to promote a caring, structured learning environment in which all pupils can develop academically, socially and emotionally to their full potential and in which pupils and staff feel safe, secure and valued. As such the school seeks to:

This policy has been developed with regard to the Equality Act 2010, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice: 0 to 25 years, and the Department for Education's guidance, *Equality Act 2010: Advice for Schools*.

Introduction

The Equality Act 2010 provides the legal framework for protecting people from discrimination, including discrimination arising from disability. Under the Equality Act 2010, Outcomes First Group, as proprietor, and Reddish Hall School have a duty to:

- ensure that disabled pupils are not treated less favourably than other pupils because of their disability;
- make reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage; and
- prepare, implement and regularly review an Accessibility Plan to increase disabled pupils' access to the curriculum, the physical environment and information.

Under the Equality Act 2010, a person is considered 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. This may include sensory impairments, learning difficulties, neurodevelopmental conditions and certain long-term medical conditions.

All pupils at Reddish Hall School have an Education, Health and Care Plan (EHCP), with social, emotional and mental health needs identified as a significant area of need. Pupils may also have associated learning, communication, sensory, physical or medical needs. Although having an EHCP or a special educational need does not automatically mean that a pupil is disabled under the Equality Act 2010, the school gives careful and appropriate consideration to every pupil's individual access needs.

Reddish Hall School is committed to identifying and removing barriers, making reasonable adjustments and ensuring that pupils can participate as fully as possible in the curriculum and wider life of the school. We are equally committed to providing an inclusive and welcoming environment for disabled staff, parents, carers, visitors and other members of the school community.

Aims of the policy

To meet its responsibilities under the Equality Act 2010, the school will prepare, implement and regularly review an Accessibility Plan. The plan will set out how the school will, over time:

- increase the extent to which disabled pupils can participate in the curriculum and wider life of the school;
- improve the physical environment to enable disabled pupils to access the school's education, facilities and services; and
- improve the availability of information for disabled pupils by providing it in appropriate and accessible formats.

The school's accessibility plan is available on the Reddish Hall School website.

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Implementation

Element 1 Increasing the extent to which disabled pupils can participate in the school curriculum

The school recognises that the curriculum covers not only teaching and learning but the wider curriculum of the school, such as participation in leisure, sporting and cultural activities and school visits. Thus, curriculum access will be considered at a whole school level, as barriers to access of the curriculum can affect many different groups of pupils.

What follows are just some of the ways in which action can and will be taken:

- Teachers will plan their delivery of lessons in such a way as to ensure that they draw on the different strengths and aptitudes of pupils
- The use of a buddy system could be used to help new pupils integrate into the life of the school
- In class support from a school support worker and class teacher to ensure pupils are provided individual support and intervention when needed.
- Where required, staff use adaptive teaching strategies and assistive technology to remove barriers to learning. Speech and language therapy, occupational therapy and wider clinical advice are incorporated into curriculum planning and individual provision.

Element 2 Improving the physical environment of the school

Reddish Hall School operates across two sites and three buildings.

The North Reddish site (Denstone and Lewis buildings) is a 1907 construction with Grade 2 listed status. Any changes to the fabric of the building must be submitted for approval to planning and conservation. The buildings at this site are both single storey premises with sufficiently wide door thresholds throughout and an accessible WC. The flooring throughout is conducive to wheelchair access and use.

The Hive is a modern, two-storey vocational provision. It has two stairwells and a passenger lift providing access between the ground and first floors. The lift is approved for passenger use and is subject to the required inspection, servicing and maintenance arrangements. Accessible toilets are available, and doorways and thresholds support wheelchair access.

Accessibility across both sites is reviewed regularly through site inspections, individual assessments and the school's Accessibility Plan. Reasonable adjustments and further improvements are identified and implemented in response to current and anticipated needs.

Personal Emergency Evacuation Plans (PEEPs) are developed and regularly reviewed for pupils and staff who may require additional support to evacuate safely. Appropriate evacuation arrangements are made for visitors where required.

Element 3 Improving the delivery of information to disabled pupils

The school will ensure that information is presented in ways that enable pupils to understand and engage with it. Depending on individual need, this may include the use of plain language, Easy Read, visual supports, symbols, large print, coloured paper, audio, assistive technology or verbal explanation.

Information for parents, carers and visitors will be provided in an appropriate accessible format as a reasonable adjustment, following discussion with the individual. The accessibility of the school website and digital platforms will also be reviewed regularly.

Element 4 The accessibility plan

Reddish Hall School will prepare, implement and regularly review a separate Accessibility Plan. The plan will identify specific actions, responsible persons, timescales and success criteria for improving access to the curriculum, physical environment and information.

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The Accessibility Plan will cover a three-year period and will be reviewed at least annually by the Senior Leadership Team. It will also be updated when there are significant changes to the school's premises, pupil needs, provision or relevant legislation.

Accessibility will be considered during all future building, refurbishment and development work. The school will seek appropriate professional advice and ensure that applicable building regulations, planning requirements and Equality Act duties are considered.

Monitoring and evaluation

The Assistant Head for Student and Staff Welfare will coordinate the monitoring and annual review of the Accessibility Policy and Accessibility Plan, working with the Senior Leadership Team, site staff, pupils, parents and carers, and relevant professionals. Evidence used to evaluate accessibility may include:

- greater satisfaction being expressed by both pupils and their parents/carers
- evidence of the greater involvement of groups of pupils in the full life of the school
- improvements in staff confidence in teaching and supporting pupils
- improvements to the physical environment of the school
- information for pupils in a range of formats
- learning walks and observations
- The Senior Leadership Team will report annually to governors on progress against the Accessibility Plan, any barriers identified and the further actions required.

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