



Accessibility Plan

September 2026

1 Introduction The document outlines our Accessibility Plan as required by the Equality Act 2010. The

1.1. Act makes it unlawful for Redshift, which is the responsible body of a school, to discriminate against, harass, or victimise a pupil or potential pupil or staff in relation to:

- admissions;
- the way we provide education for pupils;
- the way we provide pupils access to any benefit, facility or service;
- by excluding any pupil or subjecting them to any other detriment.

1.1 The Act outlines some protected characteristics (below) and we pay due regard to these:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

1.2 This plan fulfils the requirements of the Independent School Standards.

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2.1 **Purpose**

This Accessibility Plan outlines how we ensure that we are working to remove barriers to learning and access in our school. The plan is reviewed every three years.

2.2 The school aims to treat all its pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind

2.3 The school ensure all staff are trained in understanding equality and disability issues in line with the Equality Act 2010

3 Reasonable Adjustments

3.1 We aim to ensure that nothing we do as a school places a disabled pupil at a disadvantage compared to other pupils. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.

3.2 When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.

3.3 Where an auxiliary aid is not provided under the SEN system (i.e. via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.

3.4 There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.

- 3.5 Our SEN Policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.
- 3.6 Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.
- 3.7 We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three year accessibility plan, we reserve the right to deem these as unreasonable.
- 3.8 It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be *reasonable*. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled pupil could participate viably, but we would not cancel the trip because to do so would be detrimental to other pupils

4 Aspects of the Plan

- 4.1 Our Accessibility Plan focuses on the following areas:
- Increasing the extent to which disabled pupils can participate in the curriculum
 - Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - Improving the availability of accessible information to disabled pupils, staff, parents and visitors

5 Responsibility

- 5.1 It is the responsibility of the headteacher to ensure that the school has an Accessibility Plan which matches the needs of the school and to ensure that it is available on the school's website.
- 5.2 It is the responsibility of the Proprietor (via the Director of Operations) to ensure that the plan is reviewed annually and is fit for purpose.

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Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
1. SENDCo to have / designated time to support children and staff when additional needs are identified	SENDCo to have minimum half day each week to support SEND children	SENDCo Headteacher & SLT Class Teachers Nursery Nurses	SENCO support enables staff to make adjustments that will scaffold and support learning for all children, especially those who have identified extra needs
2. To establish close liaison with parents to ensure all children settle well as they join or move into new rooms / year group. with parents through meetings / school events / written materials	Liaise with parents 2-4 weeks before the start of each term for termly starters (September, January, April) as children join school and transition to new learning environments / classrooms. For any mid-year transitions this close liaison should be established at least two weeks before start date with the school.	Class Teachers Nursery Nurses SENDCo – to support Headteacher	Children settle into their new class and are therefore ready to access the curriculum and learn Collaboration and sharing between school and families.
3. Regular curricular review to ensure that the needs of all pupils are being met	Review at end of each term (December, April, July)	SENDCo SLT members Class teachers Nursery Nurses	A curriculum that ensures all pupils make at least good progress
4. To identify vulnerable learners / children with special educational needs - Class teachers to monitor / assess pupil progress	Utilise half termly progress reports (October, December, February, April, May, July) to assessment lead Vulnerable learners staff meetings – half termly	Class Teachers Nursery Nurses SENDCo – to support Headteacher	Children who are potentially vulnerable learners to receive support / interventions for the subject they find challenging Children make progress and either achieve agree related expectations or are identified as SEN and as a result get extra support Progress made, clearly tracked and monitored
5. To monitor, assess and review attainment of all SEN pupils. - SENCO/Class teacher meetings/Pupil progress meetings - Scrutiny of assessment	Half termly (October, December, February, April, May, July) – to ensure all areas of learning are showing progress	Class Teachers Nursery Nurses SENDCo – to support Headteacher	

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- Regular liaison with parents to review IEP			
6. Put Independent Education Plans (IEP) in place when required	Within maximum 2 weeks of concern being raised to School SENDCO and assessment agrees IEP needs to be put in place.	SENDCo Class Teachers Nursery Nurses	Children with identified needs make progress and access learning with the appropriate support, scaffolding and adjustments (if required)
7. To identify and monitor attainment of More Able and Talented pupils (MAT) - MAT children to be identified by T&L lead & class teachers - MAT to be identified on planning and differentiated work to challenge provided	Half termly review to assess levels of progress, where the child is and look at next steps More Able & Talented Policy	Class Teachers Nursery Nurses SENDCo – to support Headteacher	More Able and Talented children make proportionate progress and make above average progress
8. To establish close liaison with outside agencies for pupils with any ongoing health needs or SEN - Contact with outside agencies as required for our pupils	For any children diagnosed with SEN or health related needs, close liaison with outside agencies should be established as part of this process immediately upon joining school or receiving diagnosis.	Class Teachers Nursery Nurses SENDCo – to support Headteacher	Clear collaborative working approach with outside agencies Children gain the support they need relevant to their SEN / health need
9. To ensure full access to the curriculum for all children - Carefully planned and differentiated lessons / opportunities to include all - Use of technology to support particular need to ensure full access to curriculum	Established in September when reviewing curriculum	Class Teachers Nursery Nurses SENDCo – to support Headteacher	All children are fully included in learning and the curriculum Children make good progress

10. Utilise any new / existing technology that will enhance children's access to learning e.g.loop system for partial hearing accessing IWB through Ipad for partial sight, use of walking frame / specially designed seating for children with mobility / physical difficulties - Meet with parents & outside agencies to explore use of new technologies - Utilise new technologies (e.g. loop system HL) to enhance access	If a diagnosis is given or technology is required for a child to support learning this should be implemented immediately upon requirement, or within 2-4 weeks if larger equipment needs to be set up by technicians.	Class Teachers Nursery Nurses SENDCo – to support Headteacher	Ensure technologies in place prior to child joining where possible Children with need such as partial hearing / partial sight / mobility difficulties are fully involved and have full access to learning
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Actions to improve the physical environment to enable those with disability to take better advantage of the education and facilities

Targets/Strategies	Timing	Responsibility	Success criteria
1. Utilise any new / existing technology that will enhance children's access to learning e.g. loop system for partial hearing accessing IWB through Ipad for partial sight, use of walking frame / specially designed seating for children with mobility / physical difficulties - Meet with parents & outside agencies to explore use of new technologies - Utilise new technologies to enhance access	If a diagnosis is given or technology is required for a child to support learning this should be implemented immediately upon requirement, or within 2-4 weeks if larger equipment needs to be set up by technicians.	Class Teachers Nursery Nurses SENDCo – to support	Ensure technologies in place prior to child joining where possible Children with need such as partial hearing / partial sight / mobility difficulties are fully involved and have full access to learning
2. Liaise with outside agencies/LA to ensure physical environment is suitable and make adjustments where necessary - adjustments to be made well in advance of child joining school / moving to new classroom environment e.g. hazard warning tape to be placed on all stairs for child/ren with sight issues - correct agencies contacted well in advance - Staff working with child/ren to be involved in any audit of	As part of transition process to the school, provisions must be made to physical environment before child joins. For existing children, any adjustments that can be made to support children upon advice from professionals should be actioned within 2-4 weeks.	SENDCo – to support Class Teachers Nursery Nurses	Children can utilise the classroom and playground environment fully and safely, their specific needs are catered for

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environment and adjustment that may be needed			
3. School to have disabled access and toilet for wheelchair users - Ground floor is accessible to wheelchair users - Disabled toilet available on ground floor	Disabled toilet is available. Provisions to be made to support wheelchair users prior to any prospective students joining who require this assistance.	H&S Co-ordinators – Business Manager, Headteacher & Caretaker Class Teachers Nursery Nurses SENDCo – to support	Children and parents with disabilities have full access to lower floor of school
4. Personal Emergency Evacuation Plans (PEEP) created for any child with specific need / disability - Staff who to be familiar with the plan	Review annually or sooner if environment / condition changes	H&S Co-ordinators – Business Manager, Headteacher & Caretaker Class Teachers Nursery Nurses SENDCo – to support	Children can safely be evacuated from the building without risking their or others lives
5. Disabled Parking Space available to ensure access to school for those with a disability and blue badge	Available	H&S Co-ordinators – Business Manager, Headteacher & Caretaker	Those with a disability and blue badge have access to parking onsite.

Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors

Targets/Strategies	Timing	Responsibility	Success criteria
Visual / Pictorial Timetables to support children who like routine / need to know what is next / need support with change and or transitions	Reviewed termly (September, January, April) as part of the SENDCOs review of SEND pupils	Class Teachers Room Leads Supported by SENDCo	Children read pictures and know what is next / are supported in knowing when there will be a change / transition These children are supported throughout busy school day
Seating reviewed in classrooms to accommodate any specific needs such as sight issues, hearing issues	Reviewed termly (September, January, April) or within 2 weeks if concerns raised by parents / professionals.	Class Teachers Room Leads Supported by SENDCo	Children with specific needs are supported and given the best physical space to enable learning within the classroom
Hazard warning tape fitted to all internal stairs to enable those with sight difficulties to better see and negotiate stairs	Reviewed and renewed every term Weekly inspection by Caretaker	Caretaker Business Manager Headteacher All staff	All children and adults with impaired vision are able to move safely around the school

Ownership and consultation	
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