Accessibility Plan

Statutory	Yes
Responsibility	School Business Manager
Approval Authority	Headteacher
Approval Date	Spring 2026
Next Review and Frequency	Spring 2027 (Annually)
Monitoring and Evaluation	Headteacher
Author	School Business Manager
Availability	Website, Every
Version	Final
Equality Impact Assessment	Yes

RAYNES PARK HIGH SCHOOL

Accessibility Plan

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1. Statement of intent

This plan outlines how Raynes Park High School 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).

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.

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

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.

The governing body 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.

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

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'

This plan operates in conjunction with the following school policies:

- Equality Duty Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

3. Roles and responsibilities

The governing body 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

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 body, LA and external agencies to effectively create and implement the school's Accessibility Plan

The SENCO will be responsible for:

- Working closely with the headteacher and governing body 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

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

The school will report on the accessibility audit to the Governing Body annually. The audit will cover the following three areas:

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

When conducting the audit, the governing body 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

The findings from the audit will be used to address specific gaps and improve access.

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.

The following action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term 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 curriculum is accessible to pupils because we… ▪ Our school offers a differentiated 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 a range of 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 to make sure it meets the needs of all pupils	Lessons, SOW and curriculums are planned to accommodate all pupils The curriculum is adapted (where required) to ensure accessibility for all e.g. alternative PE / Sports Days Pupils are provided with the opportunity to follow an adapted curriculum to meet their needs and that this is regularly reviewed Resources are provided to meet pupils' individual needs e.g. Laptops, overlays and different exercise books to remove barriers Staff are deployed to support pupils to access the curriculum	To continue to review our curriculum offer, the needs of the pupils and ensure that we support all pupils to access a curriculum that is appropriate for them and tailored to their needs. To continue to ensure that we gather as much information about incoming cohorts in Year 7 and Year 12 as well as any mid-year transfers so as to provide / tailor our curriculum accordingly and ensure that we are fully resourced to provide access to our curriculum. Continue to ensure that pupils with disabilities have access and opportunity to	SLT and HODS SLT, Transition team, HOYS, 6th Form Team SLT, HODs, EVC	Ongoing Ongoing Ongoing	All pupils achieve well – A8 scores, P8 scores, % E and M 4 and 5+ etc All pupils are engaged in their learning Pass Survey – pupils are happy and feel included in school All pupils' needs are met Pupils attend extra- curricular and enrichment activities

		Appropriate targets are set both academically, during ATS and AR Days and during review meetings with the SENCO etc. HODs regularly review the curriculum to ensure that it is inclusive for all pupils and is reflective our pupil population All extra-curricular and enrichment activities are carefully planned to ensure that they are inclusive for all There is flexibility in our curriculum to support pupils needs by providing interventions, therapies, reducing subjects, alternative pathways etc to meet the needs of all pupils	experience extra-curricular event and enrichment activities			

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The school adapts the environment to the needs of our pupils and parents/carers as required including, but not limited to; ▪ Lifts ▪ Disabled parking bays ▪ Disabled toilets and changing ▪ Ramps into all buildings ▪ Alternative desk/chairs as required	Ensure the school is accessible to all who need access. Work with SENCO to identify needs of incoming pupils or those with a change in need to make adaptions so there are no barriers to learning. Consider requirements of current and future users when maintenance of an area is taking place e.g. can an entrance be made step free.	Arrange for accessibility audit to be undertaken every 3 years. Arrange possible adaptions as required for new/existing pupils as their needs dictate As areas are refurbished consider whether further adaption is needed/possible	SBM SBM SBM	Summer 2026 As required Ongoing	Audit completed and recommended actions reviewed New pupils or new needs are met as soon as practicably possible Adaptions made where possible

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: ▪ Internal signage ▪ Large print resources ▪ Induction loops ▪ Pictorial or symbolic representations ▪ Digital, audio or video formats ▪ Translators	Continue to ensure the needs of existing and new pupils/parents/carers are known about and met so information can reach them quickly and easily. Continue to support families with translators. Ensure new staff aware of needs of all pupils e.g. printing larger resources	Capture relevant information on application form and parent app. Staff to pass on information to HoY/Admin should changes be required – this may be picked up through conversations or at parents evening. Build up a known bank of staff who can support in translation. Record requirements such as	Administration Team All staff	Before pupils start Annually	Communications and resources are accessible to all. All relevant staff are aware of any adaptions needed for particular pupils and/or parents/carers

Equality Impact Assessment

Policy	Accessibility Plan
EIA completed by:	Samantha Barnard
Contributors to EIA:	Andrew Hogarth
Policy will affect	× Pupils × Staff × Governors × Volunteers × Visitors
Date completed:	11/03/25

Impact analysis

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex		✓		
Race		✓		
Religion or belief		✓		
Sexual orientation		✓		
Gender reassignment		✓		
Pregnancy or maternity		✓		
Age		✓		
Disability	✓			The school information, curriculum and physical site will have a reduced negative impact on those with a disability
Marriage or civil partnership		✓		
	Additional contextual groupings			
EAL		✓		
LAC		✓		
Families with separated parents		✓		

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT
Include details of any internal or external consultation done, and its outcomes: N/A

FINAL DECISION ON POLICY
Please tick the appropriate decision: ☐ Remove the policy (if it's not statutory) ☐ Adapt the policy to address the equality issues you've identified × Keep the policy without change