

Thomas Telford Multi Academy Trust



Accessibility Plan

Redhill Primary Academy

and

Thomas Telford Primary Free School



Signed

A handwritten signature in black ink, appearing to read 'Dara Carroll'.

Mr Dara Carroll - Chair of Governors September 2025

Accessibility Plan for Redhill Primary Academy and Thomas Telford Primary Free School 2025-26

Schools' Duties around Accessibility for Disabled Pupils

The Equality Act 2010. Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils.

Reasonable Adjustment Duty

The Equality Act requires schools and LAs to make reasonable adjustments to ensure that disabled pupils are:

- Not at a substantial disadvantage
- Enable pupils to participate in education and associated services. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled pupils in terms of:
 - Time and effort
 - Inconvenience
 - Indignity and discomfort
 - Loss of opportunity and diminished progress.

Responsibility of Schools & LA

ALL providers to make reasonable adjustments to avoid disadvantaging pupils with disabilities, but schools have an additional duty to plan for better access for disabled pupils.

- Schools are required to prepare accessibility plans for their individual school and LA's are under a duty to prepare accessibility strategies covering maintained schools in their area.
- The nature and content of plans will depend on size of school and resources available to the school.
- Important that schools and LA share information on their plans so that LA accessibility strategy and individual schools' accessibility plans inform each other.
- The reasonable adjustments duty and a wider and more strategic planning approach for schools are intended to complement each other.

Accessibility Plans Target 3 Areas

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by schools.
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Increasing the Extent to which Disabled Pupils can participate in the Curriculum

- Improve the accessibility of the curriculum, covering both teaching and learning, trips and visits, after school activities and extended school activities.
- Planning - All schools must "use their best endeavours" to provide "high quality teaching that is differentiated and personalised" and which should "meet the individual needs of the majority of children and young people." (SEN Code of Practice 1.24).
- Demonstrate what actions the school is taking to increase access to the curriculum, particularly for those pupils with SEND.

Improving the Physical Environment of Schools

- To enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Reasonable adjustments may be needed to ensure equal access to the environment, including the creation of safe spaces, calming areas, and individual workstations.
- In order to ensure compliance with the Equality Act this is in reference to everyone accessing the building and not just the pupils.
- Support services from health, social care and education services are available to advise educational settings about suitable and reasonable adaptations to the inside and outside environment to help include pupils with SEND.

Accessibility at Redhill Primary Academy and Thomas Telford Primary Free School

The schools have adopted this accessibility plan in line with the schools' special educational needs policy, with the aim of ensuring that the schools are physically, socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Our special educational needs policy outlines the schools' provision for supporting pupils with special educational needs and disabilities (SEND), and the schools' publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the schools will manage this part of the SEND provision. Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Outcome	Action	Timescale	Responsibility	Evidence / Success Criteria	Review Date:
Section 1- Access to the Curriculum and Section 3 – Access to information					
Continue to improve our offer for children with speech language and communication needs.	Schools to be an ELSEC (Early Language Support for Every Child) pilot school. Training is a two-year pilot program that aims to improve early identification and support for children with speech, language, and communication needs in early years and primary school settings. It focuses on providing early intervention and targeted support for children with mild to moderate SLCN, paving the way for a reformed SEND system.	Start Sept 25 2yrs	HT/ SENDCo / All staff	Staff will all have had the training ensuring consistency throughout schools regarding our offer speech language and communication needs.	End July 2027 Review progress summer 2026
Continue to improve our offer for children with Specific Learning Difficulties surrounding reading.	To embed the SpLD (specific Learning difficulty) reading pathway programme across both schools. Staff who completed the Pilot 2023-24 to work with colleagues through a coaching model via the appraisal process.	Start Sept 25, 2yrs	HT/ SENDCo / All staff	All appropriate KS2 staff will be trained to deliver the programme.	End July 2027 Review progress summer 2026
Section 2 – Access to the Environment					
Continue to identify and promote local facilities, equipment, provisions with access for pupils with a range of needs in the local community.	Identify suitable community provisions. Provide information to parents on local activities, groups, clubs and events access accessible for pupils with range of SEND.	Ongoing	HT/ SENDCo / All staff	We will liaise with appropriate community partners. Develop an area of our websites to reflect and promote appropriate activities, groups, clubs and events to increase access in the community, e.g. adaptable bikes New inclusive cricket in the community based at HLC	Ongoing Review July 26

				SEN family Hubs PODs activities SEND local offer Specialist swimming lessons and sessions etc.	
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Other Relevant Legislation, Regulations & Guidance

- Children & Families Act (2014)
- The Special Educational Needs & Disability Regulations (2014)
- The SEND Code of Practice (revised January 2015)
- Supporting pupils at school with medical conditions (2014)
- Working Together to Safeguard Children (2023)
- Reasonable adjustments for disabled pupils (2012)
- Disability Discrimination Order (2006)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The Children Act 1989 Guidance and Regulations Volume 2 & 3
- DfES “Accessible Schools: Planning to increase access to schools for disabled pupils”
- Health Standards (England) Regulations 2003