

Tupton Hall School

REDHILL ACADEMY TRUST



Accessibility Plan

Approving Body	Headteacher
Date Approved	September 2026
Review Date	September 2029

This Accessibility Plan will be published on the school website and should be read in conjunction with the following school policies: Behaviour Policy, Curriculum Policy, Emergency Plan, Equal Opportunities Policy, Health and Safety Policy, School Improvement Plan, Special Educational Needs Policy

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association

Action Plan

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
Curriculum Increasing the extent to which students with disabilities can participate in the curriculum.	Provide training for staff on skills and knowledge in supporting students with SEND and their welfare in the classroom.	SENDCO	Inset day on the first day of the academic year. Staff meetings / briefings through the year.	Staff receive annual SEND training and demonstrate awareness of strategies to support students with disabilities.
	Curriculum progress is tracked for all pupils, including those with a disability. All targets are set effectively and are appropriate for students with additional needs.	Heads of Faculty Class teachers	Ongoing	Progress data demonstrates that students with disabilities are making expected progress from their starting points.
	Ensure any students with a disability are clearly identified on the Student Profile.	SENDCO	Ongoing through the academic year.	Quality assurance activities demonstrate that staff are aware of and implement reasonable adjustments outlined within Student Profiles. All staff to read and familiarise themselves with the students they teach with disabilities.
	Appropriate use of technology to assist students with their work.	Class Teacher SENDCO	Ongoing	Students requiring assistive technology are able to access learning independently and participate fully in lessons.
	Appropriate use of specialist equipment & resources tailored to the needs of the students who require support to access the curriculum.	Class teacher / SENDCO / Operations Manager	Ongoing	Specialist equipment and resources are available and used appropriately to support access to learning.

	Creation of best practice for how to create an accessible classroom including tips for Hearing and Visually Impaired students and students with disabilities.	SENDCO Deputy Headteacher- Teacher of learning	Ongoing	Learning walks demonstrate that classrooms remain accessible and inclusive for students with a range of needs.
	The curriculum is reviewed to ensure it meets the needs of all students.	Deputy Headteacher	Ongoing	Curriculum adaptations are implemented where appropriate to ensure accessibility for all students.

Environment To improve the physical environment of school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.	Ensure pathways are maintained and access routes remain clear and accessible at all times.	Site Manager	Ongoing	Pathways, entrances and access routes remain free from obstruction and can be safely used by students, staff and visitors with disabilities.
	Ensure routine maintenance of lifts for access to upper floor	Site Manager	Ongoing	Lifts are regularly serviced and remain operational for students, staff and visitors requiring access.
	Review wheelchair accessibility across the site as site changes / improvements are made	Site Manager	Ongoing	Accessibility barriers are identified and addressed where reasonable.
	Ensure Personal Emergency Evacuation Plans (PEEPs) are in place for students requiring support during an emergency evacuation.	Site Manager/SENDCO	Ongoing	Students requiring support have an up-to-date PEEP which is reviewed annually.
Information Improving the availability of accessible information to students with disabilities.	More efficient access to Individual Health Care Plans which are written for all students with a medical condition. Plans are to be reviewed annually by parents. Staff are informed of any changes to medical plans as applicable	Ops Manager Student Services SENDCO	Annually	Students with medical needs will have an Individual Health Care Plan which has been agreed with parents and reviewed annually.
	Seating plans should be arranged with consideration of individual student needs.	Classroom teachers, Teaching assistants	At the start of the academic year and if any new students join the class or a student has a change in need.	Classroom layouts and seating arrangements support students' individual needs and enable full participation in lessons.

Monitoring Arrangements

The SENDCO will monitor the implementation of this Accessibility Plan annually and report progress to the Governing Body.

The plan will be reviewed every three years, or sooner if there are significant changes to legislation, the school site or the needs of pupils attending the school.