

Accessibility Plan

ReFocus



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| Approved by: | Paula Tucker Headteacher | Date: 28/01/2025 |
| Last reviewed on: | 28/01/2025 | |
| Next review due by: | 30/09/2025 | |

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1. Aims

- 1.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
- 1.2 Increase the extent to which pupils with disabilities can participate in the curriculum
 - 1.3 Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
 - 1.4 Improve the availability of accessible information to pupils with disabilities
 - 1.5 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.
 - 1.6 ReFocus Ltd is an independent school for both girls and boys. Our community includes all students, all members of staff, parents, and friends of ReFocus.
 - 1.7 ReFocus Ltd is committed to equality of access and opportunity for all current and prospective members of its community.
 - 1.8 We welcome applications from prospective students with and without additional needs, including those with Statements of Educational Needs and Disabilities (SEND).
 - 1.9 The plan will be made available online on the school website, and paper copies are available upon request.
 - 1.10 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
 - 1.11 The school supports any available partnerships to develop and implement the plan.

2. Legislation and guidance

- 2.1 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](#).
- 2.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- 2.3 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.

2.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

2.5 The DfE's statutory advice (2014, paragraph 4.29-30) describes an accessibility plan which plans actions to:

2.6 Increase the extent to which disabled pupils can participate in the curriculum

2.7 Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

2.8 Improve the availability of accessible information to disabled pupils.

2.9 Consultation with stakeholders is an ongoing process, involving both formal and informal procedures.

2.10 Liaison with support services and other local schools is used to evaluate current needs and provisions.

2.11 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.

2.12 It supports the school to ensure there is no discrimination because of the following protected characteristics outlined in 2021 updates: age

disability* gender

reassignment marriage and

civil partnership pregnancy

and maternity race

religion or belief sex

sexual orientation

2.13 (*The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.)

2.14 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.

3. Action plan

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

| Aim | Current good practice | objectives | Actions to be taken | Responsibility | Date | Success criteria |
|--|--|--|---|----------------|--|---|
| <p>Improve the delivery of information to pupils with a disability</p> | <ul style="list-style-type: none"> • 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 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 • Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources | <p>To improve communication with disabled students/users.</p> <p>To liaise with Academic/ Support /Specialist staff with reference to different formats of information.</p> <p>Termly reviews</p> <p>Supporting students, parents / carers who are EAL</p> | <p>To ensure ReFocus website is clear, simple, and easy to use.</p> <p>To ensure parents and students have widest access to information.</p> <p>Use of the Governors to monitor, review progress and hold staff, accountable to adherence to the plan</p> <p>Provide tools and strategies to support with translation and understanding</p> | | <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>On-going.</p> | <p>Increased number of visits to website.</p> <p>Increased variety of formats for information available, including use of social media etc</p> <p>Amendment of plan and policies as necessary.</p> <p>Provide feedback to staff and managers on non-compliance.</p> <p>Increased support agencies and increased confidence.</p> |

| Aim | Current good practice | Objectives | Actions to be taken | Responsibility | Date | Success Criteria |
|---|--|--|---|----------------|------|------------------|
| <p>Increase access to the curriculum for pupils with a disability</p> | | | | | | |
| <p>Improve and maintain access to the physical environment</p> | <ul style="list-style-type: none"> • The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height | <p>To develop Refocus sight to be able to offer improved access for students with disability</p> | <p>Develop of new sites Rose Cotttage</p> <p>The following work is planned for completion during the time of this plan:</p> <p>Ramps from multifunction room to workshop</p> <p>Downstairs toilets updated with new flooring</p> <p>Upstairs external fire door replaced</p> <p>Works on rear garden.</p> | | | |

EMPLOYABLE, SOCIABLE, READY

4. Monitoring arrangements

4.1 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

4.2 It will be reviewed by the senior leadership team of deputy headteachers, Katie Close, Hayley Perry, Liam Kerr.

4.3 It will be approved by Executive Headteacher Paula Tucker

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

