



The Radclyffe School
“Working Together for Excellence”

ACCESSIBILITY PLAN

Policy approved by	Local Governing Committee
Date Approved	Spring 2026
Next Review Date	Spring 2029

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1. Introduction

The Radclyffe School is a fully inclusive secondary school committed to ensuring that every student has equitable access to a broad, balanced and ambitious curriculum. We serve a diverse and mixed cohort of students and are dedicated to fostering an environment in which all members of the school community feel valued, respected and included.

The school operates within a mixed community on a multi-level site. We are committed to making all reasonable adjustments to facilitate access for students, staff and visitors, and to removing barriers to participation wherever practicable. We actively promote equality of opportunity and inclusion across all aspects of school life.

This Accessibility Plan is published on the school website, and paper copies are available upon request.

This document has been prepared in accordance with Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools relating to the Equality Act 2010.

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The Special Educational Needs and Disability (SEND) Code of Practice defines “long-term” as lasting, or likely to last, for at least 12 months, and “substantial” as more than minor or trivial. The definition of disability includes sensory impairments (such as those affecting sight or hearing) and long-term health conditions, including asthma, diabetes, epilepsy and cancer.

In accordance with the Equality Act 2010, the school has a duty to make reasonable adjustments for pupils with disabilities to prevent them from being placed at a substantial disadvantage compared with their non-disabled peers.

2. The principles that underpin this plan

In accordance with the Equality Act 2010, this Accessibility Plan is underpinned by the following principles:

- To ensure that all students, including those defined as disabled under the Equality Act 2010, have equitable access to a broad, balanced and inclusive curriculum.
- To make reasonable and appropriate adjustments to the physical environment to enable students with disabilities to participate fully in all aspects of school life.
- To respond proactively to individual needs by implementing suitable adaptations that support access, safety and independence.
- To identify and remove potential barriers to learning, participation and assessment for students with physical disabilities, learning difficulties or other identified needs.

These principles reflect the school’s commitment to promoting equality of opportunity, fostering independence and ensuring that no student is placed at a substantial disadvantage as a result of disability.

3. Reasonable adjustments

We are committed to reasonable adjustments as summarised in the Equality Act:

- Where something the school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage

- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils
- We are committed to making reasonable adjustments for students with physical disabilities and learning disabilities

4. Complaints

- Any complaints arising from this policy or the school's implementation of it should be raised through our complaints procedure. The Complaints Policy is available on the school website.

5. Links with other policies

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

- Risk assessments
- Health and Safety Policy
- Equality Policy
- SEN Policy
- Medical Needs Policy

Appendix 1: Action Plan

Area	Good Practice	Outstanding Actions	Action Owner	Deadline
Offer appropriate transition support to students with disability	<p>During transition procedures, the school collects information from the previous school/s, including any additional needs or disabilities.</p> <p>The Transition/SEND teams review student data and arrange for a meeting with the student and family before they start on roll, if required.</p> <p>Vulnerable/SEND students are invited to an additional transition event in school.</p> <p>Where appropriate, specialist agencies, for example, local authority visual impairment team, are invited to complete a site risk assessment to ensure it is safe for any particular students with physical disabilities and visual impairments.</p>	Provide enhanced transition support for students with disabilities and SEND through early information sharing with feeder schools, meetings with parents/carers, additional transition visits, and access to a targeted summer school programme for vulnerable and SEND students to support familiarisation with the school environment, build confidence, develop routines and meet key staff.	Transition & SEND teams	On-going until Sept

	<p>During the first two weeks of joining the school, a member of the team will track and monitor how well students are accessing the physical environment and report back to the SENCO and Deputy SENCO who liaise with the appropriate staff to ensure needs are met as much as practicably possible.</p>			
<p>Offer a curriculum which promotes accelerated learning and skills for all</p>	<p>The curriculum promotes accelerated learning and the development of key academic and life skills for all students by implementing adaptive teaching strategies, targeted interventions and reasonable adjustments to remove barriers to learning.</p> <p>All lessons use consistent approaches to aid transferability.</p> <p>Where appropriate and practicable, students have access to physical aids, e.g.,</p>	<p>Teaching is consistently adapted to meet the needs of all learners. Staff use strategies such as scaffolding, modelling, chunking of information, visual supports and structured questioning to ensure students with SEND can fully access the curriculum.</p> <p>Assistive technology is used effectively to remove barriers to learning, such as:</p> <ul style="list-style-type: none"> - speech-to-text or text-to-speech software - reading pens 	<p>All staff</p>	<p>On-going throughout the year</p>

	<p>adapted equipment and tools in practical subjects.</p> <p>The school promotes a trauma informed approach as an effective way of providing Quality First Teaching for all students.</p> <p>Where appropriate, students have access to specialist ICT equipment to support learning.</p> <p>In Year 9, through consultation with the student and their family, students receive support and guidance during the Choices process.</p> <p>Individual drop-in surgeries with key staff and external agencies for staff are provided throughout the year to respond to individual student need or specific change in circumstances.</p>	<ul style="list-style-type: none"> - coloured overlays or digital - accessibility tools - laptops to support recording and organisation. <p>Teachers have access to Pupil Passports, outlining practical strategies, reasonable adjustments and key learning needs.</p> <p>Extensive range of clubs are available for students to join during break and lunchtime</p>		
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	<p>Student access to virtual desktop applications allows IT access across multiple learning environments.</p> <p>School trips and visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout where possible.</p>			
Staff are aware of students' needs and plan accordingly	<p>Details of reasonable adjustments to be made are provided on Pupil Passports and SEND Support Plans</p> <p>Support and advice on relevant health conditions are shared with staff through the Healthcare Plans.</p> <p>Support and advice on effective differentiation strategies are provided through whole staff training, ECT training and staff induction.</p>	<p>Collaboration between staff - teachers, pastoral staff, SEND staff and teaching assistants work collaboratively and communicate effectively to ensure consistent support for students across subjects.</p> <p>Learning walks, lesson observations, SEND meetings and student progress reviews are used to ensure strategies are implemented effectively and adjusted where necessary.</p>	All staff, including outside agencies	On-going throughout the year

	<p>All staff are made aware of relevant needs information of individual students. Where appropriate, advice is provided from specialist external agencies or service providers.</p> <p>Feedback from lesson observations, learning walks or student tracking activities provide specific support on improving accessibility where appropriate.</p> <p>Individual students' progress and wellbeing are reviewed at year group Behaviour Management meetings (BMT) and any relevant actions for modifying reasonable adjustments are made.</p> <p>Where a student has an Education, Health and Care Plan (EHCP), SEND and Pastoral staff</p>	<p>SEND information and training is provided to ensure staff understand a range of SEND needs and effective adaptive teaching strategies.</p>		
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	attend the relevant reviews to keep abreast of changes.			
Improve the delivery of information to pupils with a disability	<p>A well-planned induction process for all students, including those with SEND or disabilities.</p> <p>Internal signage to support navigation and accessibility across the school site.</p> <p>A clearly defined Library that provides consistent access to learning resources.</p> <p>Email access for all students to support communication with staff.</p> <p>Provision of large-print resources or other accessible formats where appropriate.</p>	<p>Use of multisensory approaches in teaching, including visual, auditory, and kinaesthetic methods, to support understanding for all learners.</p> <p>Pre-teaching or reinforcement of key information to support students with processing, language, or learning difficulties.</p> <p>Use of assistive technologies (e.g., text-to-speech, reading pens) where required.</p> <p>Consistent adaptation of lesson resources and instructions to individual student needs, guided by Pupil Passports or SEND Support Plans</p> <p>Collaboration with specialist services (e.g., Visual or Hearing Impairment teams) to ensure communication materials meet specific sensory needs.</p>	Transition & SEND staff	On-going throughout the year