



Red Marsh School

learn care challenge share

Accessibility Plan

Strategy 2021-2022				
	Target	Strategies	Outcome	Evaluation
<p>Physical access</p> <p>“Improving the physical environment of the school 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 the school”</p> <p>(Equality Act 2010)</p>	<p>To improved facilities for disabled pupils by developing a fully accessible outdoor classroom to enhance our curriculum provision</p> <p>Also carried over from 2020/21</p> <p>To continue to improve facilities for disabled pupils by developing fully all-weather accessible outdoor learning from nursery to Primary Red.</p>	<p>Agree plans</p> <p>Ensure funding</p> <p>Work with fundraisers / LCC property group to ensure completion</p> <p>Audit impact</p>	<p>Improved facilities for disabled pupils</p> <p>Increased accesses to learning outside the classroom opportunities</p>	<p>Achieved at Holly Campus fully accessible outdoor classroom time tabled for all pupils to use. Summer 2022</p> <p>Achieved at Holly Campus, However, pupils in EYFS to Primary Blue moved to a new campus January 2022</p>
<p>Access to learning</p> <p>“Increasing the extent to which disabled pupils can participate in the school's curriculum”</p> <p>(Equality Act 2010)</p>	<p>To embed our new skills/ knowledge schemes of work to ensure outcomes and targets a match every pupils’ developmental level, therefore increasing the access to learning.</p>	<p>Actions in SIP with identified lead personnel and time scale for delivery.</p>	<p>The vast majority of pupils demonstrate progress in their learning, which they can apply throughout their lives.</p>	<p>There are new skills and knowledge schemes of work in place for all EYFS and Primary and Secondary pupils.</p>
<p>Access to information</p> <p>“Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled”.</p> <p>(Equality Act 2010)</p>	<p>To ensure a 100% of families engage with the home school diary via our remote online classroom, ‘Showbie’</p>	<p>Monitor engagement, Identify families not engaging</p> <p>Contact families establish reason</p> <p>Provide personalised support</p> <p>Update induction information for new families to school</p>	<p>100% of families are engaging with home school communication.</p>	<p>The vast majority of families are now engaging with our remote home school diary .</p>



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Strategy 2022-2023				
	Target	Strategies	Outcome	Evaluation
<p>Physical access</p> <p>“Improving the physical environment of the school 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 the school”</p> <p>(Equality Act 2010)</p>	<p>To improve facilities for disabled pupils to play and increase activity by developing play provision at our Willow Campus</p>	<p>Agree plans Ensure funding Work with fundraisers / LCC property group to ensure completion Audit impact</p>	<p>Improved facilities for disabled pupils to play and learn Increased opportunities for activity</p>	<p>PTFA have raised funds to improve facilities to improve play at Willow Campus. Designs and quotes have been obtained. In addition purchased climbing frames, adapted bikes and scooters.</p>
<p>Access to learning</p> <p>“Increasing the extent to which disabled pupils can participate in the school's curriculum”</p> <p>(Equality Act 2010)</p>	<p>To embed our new sixth form skills/ knowledge schemes of work to ensure outcomes and targets match students developmental level therefore increasing access to learning and preparing students for life beyond school</p>	<p>Actions in SIP with identified lead personnel and time scale for delivery.</p>	<p>The vast majority of pupils demonstrate progress in their learning, which they can apply throughout their lives</p>	<p>Achieved.</p>
<p>Access to information</p> <p>“Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled”.</p> <p>(Equality Act 2010)</p>	<p>To support pupils to access information through the continued development of early reading</p>	<p>Actions in SIP with identified lead personnel and time scale for delivery.</p>	<p>Pupils demonstrate progress in early reading against ambitious targets</p>	<p>Achieved. See data for improvements in early reading.</p>



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Strategy 2023-2024				
	Target	Strategies	Outcome	Time
Physical access “Improving the physical environment of the school 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 the school” (Equality Act 2010)	To improve facilities for an increased number of disabled pupils to access education in an environment to meet their needs.	To work with LCC and chosen contractors to ensure the project is delivered to a high standard in the identified time frame.	Willow campus will have the facilities to meet the needs of an increasing number of pupils.	Summer 2024
Access to learning “Increasing the extent to which disabled pupils can participate in the school's curriculum” (Equality Act 2010)	To increase the extent to which disabled pupils can participate in the school's curriculum by enhancing creative teaching	Actions in SIP with identified lead personnel and time scale for delivery.	Staff consistently using appropriate pedagogy to further engage children with disabilities in creative and active learning so that they can maximise progress.	Summer 2024
Access to information “Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled”. (Equality Act 2010)	To improve the delivery to disabled pupils of information by enhancing adaptive teaching.	Actions in SIP with identified lead personnel and time scale for delivery.	Staff consistently using adaptive teaching to improve the delivery of information to disabled pupils.	Summer 2024