



Red Marsh School

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Accessibility Plan

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	Evaluation
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.	Achieved. Willow campus is a fully functioning learning environment catering for the needs of 52 pupils with SEND. The development of this campus has increased pupil numbers across school for the academic year 2023 to 2024 by 16 places. September 2023- 119 pupils September 2024- 135 pupils
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.	Achieved. Creative teaching personalised to meet need was the focus of the SIP 2023-2024 Internal monitoring by SLT and external monitoring by the SIP, adviser and Ofsted confirmed
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.	Achieved. Adaptive teaching personalised to meet need was the focus of the SIP 2023-2024 Internal monitoring by SLT and external monitoring by the SIP, adviser and Ofsted confirmed



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Strategy 2024-2025				
	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 the physical environment by extending the car park at Willow Campus in order to increase the accessibility and amount of vehicles who can safely enter the car park	To work with LCC and chosen contractors to ensure the project is delivered to a high standard in an identified time frame.	The physical environment will be enhanced, ensuring all children will safely will be able to enter and exit the school building safely via the car park.	Summer 2025
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 further developing the PE curriculum to ensure it is ambitious for all.	To action as part of the SIP for 2024-2025 with identified actions, lead personnel and time scale for delivery.	To deliver the PE curriculum in a way which enables all pupils to excel during Physical Education Lessons.	Summer 2025
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 which is readily accessible to pupils by increasing staff and pupils ability to use Makaton.	To action as part of the SIP for 2024-2025 with identified actions, lead personnel and time scale for delivery.	Staff and pupils confidently using agreed Makaton signs to increase accessibility of information.	Summer 2025