



Accessibility Plan

Approved by:	Paula Tucker	Date: 15/9/25
Review by:	31/9/26	

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1. Aims

1.1 Schools are required under the Equality Act 2010 and subsequent updates, including consideration of the Public Sector Equality Duty (s.149) and DfE guidance 2024/2 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities
- 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.
- 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.
- ReFocus Ltd is committed to equality of access and opportunity for all current and prospective members of its community.
- We welcome applications from prospective students with and without additional needs, including those with Statements of Educational Needs and Disabilities (SEND).
- 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 and subsequent updates, including consideration of the Public Sector Equality Duty (s.149) and DfE guidance 2024/25, including understanding disability issues.
- The school supports any available partnerships to develop and implement the plan.

2. Legislation and guidance

2.1 This Accessibility Plan is a statutory requirement under Schedule 10 of the Equality Act 2010 and must be published, implemented, and reviewed regularly.

2.2 The plan is informed by:

- The Equality Act 2010, which requires schools to make *reasonable adjustments* to avoid disadvantaging pupils with disabilities. This may include providing auxiliary aids or adapting premises.
- The Special Educational Needs and Disability (SEND) Code of Practice (2015), which defines:
 - Long-term as lasting a year or more.
 - Substantial as more than minor or trivial.
 - Disabilities to include sensory impairments (e.g. sight or hearing) and long-term conditions such as asthma, diabetes, epilepsy, cancer, and mental health conditions or long-COVID where these have a significant impact.

- The DfE statutory advice (2014, paras. 4.29–4.30), which requires accessibility plans to set out actions to:
 - Increase access to the curriculum for disabled pupils.
 - Improve the physical environment of schools.
 - Improve the delivery of accessible information to disabled pupils.
- The Public Sector Equality Duty (Equality Act 2010, s.149), which requires schools to have due regard to eliminating discrimination, advancing equality of opportunity, and fostering good relations across protected characteristics.

2.3 The plan also reflects duties under the Children and Families Act 2014, including the responsibility to use our *best endeavours* to meet the needs of pupils with SEND, and to secure provision set out in any Education, Health and Care (EHC) plan.

2.4 Consultation with pupils, parents/carers, staff, governors, and external agencies is an ongoing process to ensure the plan remains relevant and effective

4. Monitoring arrangements

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

It will be reviewed by the senior leadership team.

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 and Diversity Policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the legislation outlined above

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all students through the choice of specialist pathways We use resources tailored to the needs of students who require support to access the curriculum Curriculum resources include extra time, coloured overlays, use of chrome books, large font paper Curriculum progress is tracked for all students, including those with a disability 	<p>Curriculum pathways enable student choice through both science and engineering specialist and differentiates for either an academic or technical approach</p> <p>All students have access to the curriculum</p> <p>Tracking improves outcomes for all groups of students</p> <p>Targets are sufficiently aspirational and achievable</p>	<p>Provision for individual students is reviewed periodically as part of the feedback from assessment points</p> <p>Tracking takes place routinely through assessment points. Groups of students analysed</p> <p>Delivery and interventions reviewed</p> <p>Annual target reviews for groups of students</p> <p>Curriculum is reviewed annually</p>	<p>Annually in Term 3</p> <p>Termly by class teachers</p> <p>After each Assessment Point</p> <p>Ongoing and Annually</p>	<p>Curriculum is fit for purpose and attracts students passionate about science and engineering</p> <p>Accessibility for all students is their normal way of working and reflected in final external exams and assessments</p> <p>Interventions match the needs of the students to improve outcomes reflected by AP data</p> <p>Curriculum changes to ensure best fit for ReFocus cohorts</p>

	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to make sure it meets the needs of all students 				
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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Corridor and room layout • Disabled toilets and changing facilities 	Access to specialist areas, in addition to classrooms	Elevator gives access to all floors. When appropriate specialist science work can take place on the lower ground floor. All engineering equipment is accessible from ground floor	Ongoing as need arises	All students, regardless of need will be able to access all areas
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources 	All personal and visitors to understand the posters and signage information	Audit of Pictorial or symbolic representations for all significant internal posters and signage needs reviewing	September 2025	Clear signage around the school accessible to all

	<ul style="list-style-type: none"> • Pictorial or symbolic representations 				
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