



Accessibility Plan

Approved by:

Proprietor

Date: September 2026

Review by:

September 2029

1. Purpose and aims

ReFocus is committed to providing an inclusive environment in which disabled pupils are able to access education, facilities, information and opportunities as fully as reasonably possible.

This Accessibility Plan has been prepared in accordance with Schedule 10 of the Equality Act 2010.

The plan sets out how ReFocus will continue to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided or offered by the school; and
- improve the delivery of information to disabled pupils where information is provided in writing to pupils who are not disabled.

ReFocus will make reasonable adjustments where necessary to ensure that disabled pupils are not placed at a substantial disadvantage.

The school will consider individual needs as part of referral, admission, placement and ongoing review arrangements and will work with pupils, parents/carers, commissioners and other professionals where appropriate.

This plan is available on the school website and can be made available in an alternative format on request.

2. Legislation and guidance

This plan has been prepared with regard to:

- the Equality Act 2010, including Schedule 10;
- relevant duties relating to reasonable adjustments for disabled pupils;
- the Special Educational Needs and Disability Code of Practice: 0 to 25 years, where applicable; and
- relevant Department for Education guidance for independent schools.

Under the Equality Act 2010, a person is disabled where 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.

Not all pupils with special educational needs are disabled and not all disabled pupils have special educational needs. ReFocus therefore considers accessibility and reasonable adjustments according to the individual pupil's circumstances and needs.

3. Our approach to accessibility

3.1 Access to the curriculum

ReFocus aims to ensure that disabled pupils are able to participate in the curriculum and wider educational opportunities as fully as reasonably possible.

This may include, according to individual need:

- adapting teaching approaches, resources or activities;
- providing information in an appropriate format;
- using assistive technology or other appropriate resources;
- considering access arrangements and a pupil's normal way of working;
- adapting the organisation or location of learning where appropriate;
- taking account of sensory, communication, physical or other accessibility needs; and
- working with external professionals where specialist advice is required.

Pupil needs and the effectiveness of reasonable adjustments will be considered through the school's usual assessment, review and pastoral processes.

3.2 Access to the physical environment

ReFocus aims to provide an environment which enables disabled pupils to access education, facilities and services as fully as reasonably possible.

The accessibility of school premises will be considered when:

- pupils with particular accessibility needs are referred or admitted;
- changes are made to school premises or facilities;
- new equipment or facilities are introduced; and
- an accessibility concern is identified.

Reasonable adjustments will be considered according to individual need and the nature of the premises concerned.

Where appropriate, consideration may include access to teaching areas, toilets and welfare facilities, circulation around the site, signage, emergency evacuation arrangements and access to specialist facilities.

3.3 Access to information

ReFocus aims to ensure that information which is routinely provided to pupils is available to disabled pupils in an accessible form where required.

Depending on individual need, this may include:

- large print;
- modified or simplified written information;
- visual or pictorial information;
- accessible electronic formats;
- alternative presentation of learning materials; or
- other appropriate communication support.

The format used will be determined according to individual need and the information concerned.

4. Accessibility Action Plan

ReFocus will maintain accessibility through the following ongoing actions throughout the period of this plan.

Area	Ongoing action	Responsibility	Success measure
Curriculum access	Consider accessibility and reasonable adjustments when pupils are referred, admitted and reviewed. Adapt curriculum provision and resources where reasonably required.	Senior leaders and teaching staff	Disabled pupils are able to participate in learning and reasonable adjustments are made where identified.
Physical environment	Consider accessibility when changes are made to premises and respond to individual accessibility needs as they arise.	Proprietor / Senior Leadership Team	Identified barriers to access are considered and reasonable adjustments are made where appropriate.
Accessible information	Provide information in alternative or adapted formats where this is reasonably required by an individual pupil.	Senior leaders and staff	Pupils are able to access information needed to participate in their education.

Area	Ongoing action	Responsibility	Success measure
Review of accessibility	Consider emerging accessibility needs through the school's normal pupil review, premises, curriculum and leadership processes.	Senior Leadership Team	Accessibility remains part of routine school decision-making and identified issues are acted upon appropriately.

5. Monitoring and review

The Senior Leadership Team will monitor the implementation of this plan as part of the school's normal leadership and review processes.

The plan will be formally reviewed at least every three years and may be reviewed earlier where:

- there is a significant change to the school or its premises;
- legislation or statutory guidance changes; or
- an accessibility issue indicates that revision is required.

The proprietor is responsible for ensuring that the Accessibility Plan is prepared, published, reviewed, revised and implemented.