

Redfield Edge Primary School



Accessibility Plan

Date reviewed	May 2024	Next review	May 2027
Policy type	Statutory	Review frequency	Every 3 years
Responsibility	Full Governing Body		
Signed (Chair of Governors)	Name (Chair of Governors)	Signed (Headteacher)	Name (Headteacher)
D Taylor	Dave Taylor	L Robinson	Lisa Robinson

Accessibility Plan

Schools are required under the Equality Act 2010 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

Redfield Edge Primary School and the staff aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Accessibility plan will be made available online on the school website, and paper copies are available upon request.

Redfield Edge Primary is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Accessibility Plan 2024-2027

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ SENDCO	<ul style="list-style-type: none"> • Termly meetings with parents/carers – Termly consultations Annual Review meetings with SENCo. • Provision in place to communicate with both parents in event of split families. • Office staff responding to phone calls and emails each day – passing on messages to teachers. • Pastoral /SEMH team in regular contact with parents. • Weekly newsletter informing of learning in school as well as community events. • Use of online tool to translate written communication into home language. 	Time Allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / SENDCO/ School nurse	<ul style="list-style-type: none"> • Epipen training • Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team. • Access to courses, CPD • Use of Interactive ICT as aid 	Training time TA time allocated	In place and ongoing: Epipen Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained

		<ul style="list-style-type: none"> • Staff training needs reviewed annually. • Outreach support from local special school. • Online resources for CPD shared with staff. • Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, etc. • Intervention sessions with support staff reviewed and adapted as appropriate. 			
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SENDCO	<ul style="list-style-type: none"> • Strategic deployment of support staff/intervention teacher. • Use of ICT, eg: Clicker • Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, therabands. 	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker / Nessy
Adaptations to the curriculum to meet the needs of individual learners	SENDCO	<ul style="list-style-type: none"> • Pastoral support, timetable adaptations. • Individual Play therapy / sand tray sessions. • Individual physiotherapy/OT programmes Speech and language 	Independent speech therapist (bi-weekly) Sand tray resources Independent Play therapist (weekly)	In place and ongoing	Needs of all learners met enabling positive outcomes

		<p>therapy programmes Specific training in word processing skills through touch type Programme.</p> <ul style="list-style-type: none"> • Use of access arrangements for assessment/National tests. 	<p>Inclusion support Behaviour support EP time</p>		
Improve educational experiences for visually impaired pupils	SENDCO	<ul style="list-style-type: none"> • Consult outside agencies for advice and support. • Consider position in classroom (glare on interactive whiteboard). • Use of magnifiers/Braille. keyboard/enlarged reading materials, etc. as required based on identified needs. 	<p>Cost of equipment Training for staff working directly with pupil</p>	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	SENDCO	<ul style="list-style-type: none"> • Daily maintenance and use of radio aids when required. • Training for staff on good practise in class e.g. not talking when writing on board – ensuring lip reading can occur. • Consider hearing loop systems if recommended Consult Hearing Impairment team. 	Installation of equip	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT / SENDCO / Staff leading clubs	<ul style="list-style-type: none"> • Risk assessments will be undertaken where appropriate providers will comply with all legal requirements. • Liaison with parents. 	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
Investigate computer	HT /	<ul style="list-style-type: none"> • SENDCO/Subject Leaders to 		Ongoing to meet	Children can independently

resources for :- a) visually impaired b) hearing impaired c) physically impaired	SENDCO	include on subject development plan and buy the following if required sooner. <ul style="list-style-type: none"> • device/software to increase size of image/text. • switch roller ball • overlay keyboard • School to increase the number of ipads available in school with a range of APPs to address SEN pupils and their needs. • Use of widget app using PECs. 		needs of children	access the computer systems and programs in school.
Enable children to successfully access the computer systems	HT / SENDCO	<ul style="list-style-type: none"> • Ensure that all future software is compatible with switch for disabled pupils. 	Ongoing to meet changing needs of individual children	Ongoing to meet the needs of the children.	Children can independently access the computer systems and programs. Increase in access to the Foundation/National Curriculum
Training for teachers on differentiating the curriculum to ensure access for all is included on School Improvement Plan.	HT / SBM	<ul style="list-style-type: none"> • Identify source of training for staff to differentiate the curriculum effectively according to needs of children. • Expertise/training given by LA / Inclusion support. 	Teachers are more able to meet the needs of disabled pupils across the school	Ongoing to meet the needs of children and update staff training due to staff changes.	Increase in access to our school curriculum.
Training of staff on manual handling should it be required by any disabled pupils.	HT / SENDCO	<ul style="list-style-type: none"> • Relevant staff to undertake manual handling training. • Training for staff on de-escalation. 	Cost of initial training and refreshers every 3 years.	Ongoing to meet needs of children and change in staff.	Staff confident in correct manual handling procedures.
To liaise with preschool	HT /	<ul style="list-style-type: none"> • To identify pupils who may need 	School prospectus	Already in place,	EYFS staff have

providers to prepare for the new intake of children into Foundation each year	SENDCO	<p>adapted or additional provision</p> <ul style="list-style-type: none"> • To liaise with pre-school providers to prepare for the new intake of children into Foundation each year. • To ensure staff have received adequate training before each new school year. • Starter packs for new pupils provided to each family in the summer term includes school information, activity ideas, and information about school day. • Open morning enabling a tour of school for all parents and a programme of outdoor stay and play visits arranged. • Staggered introduction days at start of term. 	Starter packs for all new families Staff and governors to lead tours – SENDCO, ELSA and Friends of Redfield Edge to support.	reviewed and adapted each year if required	<p>understanding of pupil needs before new school year.</p> <p>Parents have a clear understanding of school provision and what to expect as their child starts school at Redfield edge.</p>
To communicate with parents and pupils, joining school from Year 1 – 6	HT / SENDCO	<ul style="list-style-type: none"> • Welcome meeting/tour of the school with the Head / DHT. • School prospectus and further information given to parents with appropriate information regarding school routines / expectations. • Taster morning offered to new families. • Teachers introduce themselves to new pupils and communicate with previous teacher from previous 	School prospectus Starter packs for all new families Time for liaison with previous school	Already in place, reviewed and adapted each year if required	<p>Pupils and parents receive clear information on school policies / procedures Teachers liaise with previous school and develop a good understanding of level of attainment and possible need. Pupils and parents have access to Parent Mail.</p>

		<p>school to ensure a smooth handover / transition.</p> <ul style="list-style-type: none"> Office staff support parents with purchase of school uniform and access to Parent Mail. 			
Improving Physical Environment					
Provision of wheelchair accessible toilets	HT / SBM	<ul style="list-style-type: none"> Maintain wheelchair accessible toilets with clinical waste bins. 	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	HT / SBM	<ul style="list-style-type: none"> Designated disabled parking Wide doors and corridors Clear route through school. Clear routes for fire drill / evacuation of building rehearsed. 	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improvements to help the visually impaired	HT / SBM	<ul style="list-style-type: none"> Maintenance of steps, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed. 	Cost of material and labour	In place and ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
In refurbishment programmes, incorporate appropriate a: colour schemes to benefit pupils with visual impairments. b: Window blinds installation	HT / SBM	<ul style="list-style-type: none"> Colour schemes chosen to benefit children with visual impairments. Before redecoration advice sought from RNIB and staff/governors with expertise and parents. Learning walk to monitor accessibility of visuals from different heights and positions in the class. 	Classrooms made accessible to pupils with visual impairments.	Ongoing	Appropriate colours used for repainting programme.

Improvements to help the hearing impaired	HT / SBM	<ul style="list-style-type: none"> Install hearing loop/soundfield when necessary Alarm linked to fire alarms. 	Cost of equipment/ installation	Future plan as and when required	Learning experiences of pupils with hearing difficulties enhanced
Improve signage to indicate access routes around school	HT / SBM	<ul style="list-style-type: none"> Signs indicate disabled parking bay and wheelchair friendly routes around school. 	Cost of signs	This academic year	Disabled people aware of access
Maintain safe access around exterior of school	HT / SBM	<ul style="list-style-type: none"> Ensure that pathways are kept clear of vegetation. Request quote to improve access from main road to KS1 path (slight slop off to one side). Work alongside local council in order to improve the quality of the pathway running behind the community centre, leading to bottom gate. 	<p>Cost included in grounds maintenance.</p> <p>Unknown – awaiting quote</p> <p>Unknown</p>	<p>In place and ongoing</p> <p>This academic year</p> <p>This academic year</p>	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	HT / SBM	<ul style="list-style-type: none"> Awareness of flooring, furniture and layout in planning for disabled pupils. 	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	HT / SBM	<ul style="list-style-type: none"> Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible Seek and act on advice from sensory support advisor on individual parent requirements Adjustments made to newsletters i.e. Ensure large, clear font used in 	Cost of any adjustments that need to be made	In place and ongoing	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.

documentation.

Improve the Delivery and Content of Written Information

<p>Availability of written material in alternative formats</p>	<p>Office / SLT / SENDCO</p>	<ul style="list-style-type: none"> • Weekly newsletter emailed to parent/carers via Parent Mail. • Improve availability of information for parents – display appropriate leaflets for parents to collect. • Key content published on school website Provided translated documents where appropriate. • Use of online tool to translate written communication into home language. • Good relationships with / knowledge of families enables bespoke support to be in place e.g. phone call to ensure message received / understood & reminders. 	<p>Contact details and cost of translation / adaptation</p>	<p>In place and ongoing</p>	<p>All parent/carers will be up to date and well informed of school information</p>
<p>Ensure documents are accessible for pupils with visual impairment</p>	<p>Class teachers / SENDCO</p>	<ul style="list-style-type: none"> • Seek and act on advice from inclusion / sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation. 	<p>Loan/purchase costs of magnifier or other specialist equipment</p>	<p>Future plan for as and when required</p>	<p>Pupils able to access all school documentation</p>
<p>Audit school policies to ensure that there are no discriminatory policies, phrases, procedures or</p>	<p>New policies written by staff and</p>	<ul style="list-style-type: none"> • New policies will follow guidelines. • As existing policies are audited, they will be checked for any 		<p>Achieved and ongoing for new policies</p>	<p>Written information and policies free of disability discrimination in terms of phrases, procedures and</p>

practices	governors will follow these guidelines.	disability discrimination in terms of phrases, procedures and practices and amended accordingly.			practices.
Training for staff and Governors in equality issues to be organised and included on Governors Development Plan.	HT / C of G	<ul style="list-style-type: none"> • Staff training to be sources and made available for all. • Governors plan to attend training and establish a good understanding of current issues regarding equality within schools. • As part of induction. 	<p>Cost of training unknown</p> <p>None</p>	<p>Refresher opportunity for staff and Governors where needed.</p> <p>Ongoing for new governors joining the board.</p>	A healthy ethos and culture in terms of disability equality throughout the school.