

Redland Primary School Accessibility Plan

January 2019 - January 2022



Target	Strategies	Outcome	Time frame	Evaluation/review
Equality and Inclusion				
To ensure that the Accessibility Plan remains an annual item at the Governing body committee meetings	Clerk to Governors to add to list for committee meetings	Adherence to legislation	Annually	Sept 2020 update – we do not currently have children with a physical disability that limits access across the school (No current wheel chair users/ Visual impairments) Children who have presented with temporary mobility difficulties (broken bone – crutches/wheelchair) temporary arrangements and adaptations have been successfully made. September 2021. we do not currently have children with a physical disability.
To ensure that staff are aware of disability issues that arise and comply with changes to legislation	Provide training and legislative updates as appropriate	Whole school community aware of issues	Annual updates in line with CP updates	Sept 2020 update - Safeguarding and SEN updates are included in staff training and have been updated with both government and LA advice. Sept 2021 Safeguarding and SEN procedures remain in line with county and government guidelines. Staff training.
To keep up to date regarding changes and recommendations regarding disability, equality and accessibility guidelines	SENCO attends Chippenham Multi- agency Forum, network and cluster meetings. Head attends Town Heads meetings and Primary Heads Forum	School is in line with statutory guidance and good practice.	Termly Multi-agency/Town Head meetings. Actions arising to be raised with SBM/SLT	Sept 2020 update - SENCO has attended the Chippenham MAF on a termly basis SENCO has attended local SENCO meetings. Head teacher has attended Town Head meetings Disadvantage Lead attended appropriate updates for DL/Pupil premium. DSL and DDSL are up to date with Safeguarding training. All above attended virtually under Covid-19 Restrictions. Sept 2021 –Designated staff have continued to attend the meeting stated above – these have all been held virtually due to Covid restrictions. The school has remained vigilant to changes and have adapted policy and practice where necessary. Safeguarding training is planned for the Acting Assistant Head in Oct 21. DSL/DDSL training refresher planned for Nov 2021. Training for SENCO on new requirements for children with speech and language needs completed in Sept 21

<p>To ensure that all parents who may have a disability can access school events and information</p> <p>Explanation on the website that large print letters are available and that additional support can be offered through the school office</p>	<p>Access from the main entrance can be used to access main building</p> <p>Disabled parents who have a child in a mobile classroom can ask for meetings to be held in the main building</p> <p>Large scale print for reports/newsletters/ correspondence if requested</p>	<p>All parents are able to engage fully with the life of the school. Staff to be able to offer this if requested on a disability basis</p> <p>All communications can be accessed by all parents.</p>	<p>Regular reminders on school website/newsletters about accessible text for letters and forms</p>	<p>Increased use of email and text services has supported accessibility for parents.</p> <p>Disabled access improved with the addition of a ramp at the rear of the school.</p> <p>Parents who have mobility difficulties are offered parent meetings in the main building if required</p>
Physical Environment				
<p>Ensure that, where possible, the school buildings and grounds are accessible for all children and adults</p> <p>Continue to improve and maintain access to the school's physical environment for all</p>	<p>Audit of accessibility of school buildings and grounds by Governors/Head/ SBM</p> <p>During the planned extension and development of the current building explore with professionals' ways to improve disability access to the playground and field</p> <p>The environment is adapted to the needs of pupils as required</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Modifications will be made to the school building to improve access where possible</p> <p>Discuss the possibility of level access from the rear /side access door out on to the playground-costs</p>	<p>Health and safety check to be completed by SBM and Governor which includes accessibility</p>	<p>Health and safety checks comply with guidelines.</p> <p>Access via a ramp from the main building to the rear of the school is now in place. Children within the main building who may have mobility difficulties can now access the playground and field.</p> <p>Disabled toilet facilities are available.</p> <p>Disabled parking slot is identified in the carpark.</p> <p>Disability access to the mobile classrooms remains an area of difficulty.</p>
<p>Continue advice on accessibility linked to new pupils who may have a disability. This may include new pupils or pupils whose medical needs change</p>	<p>SENCO and FS2 lead to ensure the needs of all new intake children are highlighted and taken into account before transition</p>	<p>All children can access the school building especially FS2 areas on entry</p>	<p>FS2 June/July 2019 FS2 June/July 2020 FS2 June/July 2021</p>	<p>Induction meeting and transition arrangements are in place. We do not currently have any children with mobility or visual difficulties that hinder access. Induction arrangements were adapted in light of Covid-19 restrictions</p>

	SENCO clear on the needs of any new starter with identified disability/accessibility needs	All children with medical needs or disability needs have their needs met so that they can be fully included in school life		Children with other identified needs such as Speech and language, ASD, ADHD are fully included in the transition process and meeting held with appropriate professionals and parents to ensure an inclusive environment
<p>Ensure that fire bells are audible in the mobile classroom</p> <p>Any children with hearing impairment (HI) are identified and can respond quickly to the alarm</p> <p>All children including those with a physical disability (PD) can leave the building in a safe and timely manner</p>	<p>SBM tests the alarm weekly</p> <p>Class teacher in mobile classroom to alert SBM if the alarm can no longer be heard by child</p> <p>All children with hearing impairment or physical disability are identified by SENCO and teachers</p>	<p>Fire alarm is clear and audible for all pupils and staff</p> <p>Fire alarm is audible in mobile classroom.</p> <p>Children with HI can evacuate the building quickly and safely in line with their peers</p>	<p>SBM to test alarm weekly and record in the fire book</p> <p>Health and safety audit to ensure fire procedures are in line with county/safety guidelines</p>	<p>Fire bells are tested regularly in accordance with guidelines.</p> <p>Health and Safety audit have taken place in accordance to guidelines.</p> <p>Fire evacuation practice takes place on a regular basis and is recorded in accordance with guidelines.</p> <p>School currently have one child with a hearing impairment, he is able to hear the alarm and respond appropriately from all areas of the school.</p>
Curriculum				
Increase access to the curriculum for pupils with a disability	<p>To regularly review and update the school curriculum to meet the needs of all learners</p> <p>The curriculum is differentiated for all pupils including those with physical needs, medical needs and learning needs</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p>	<p>Curriculum plans are clear and teachers can modify and adapt their lessons to allow all children access to lessons.</p> <p>All children can access lesson and suitable adaption made</p> <p>Enlarged texts, appropriate coloured backgrounds, iPad, technology, manipulatives and visual aids are</p>	<p>Curriculum review January 2019. And ongoing</p> <p>Lesson observations by Head/performance management/subject leaders and peers – at least annually</p>	<p>Sept 2020 update The whole school curriculum has been reviewed and is inclusive.</p> <p>Lesson observations, learning walks, peer support and monitoring is in place.</p> <p>All children are supported appropriately to access learning, iPad have been used to support children who struggle to read from the board, additional large texts have been used when necessary.</p> <p>Sept 2021 update Due to restriction the school has developed a curriculum that can be delivered remotely to all pupils. Individual pupil needs are considered when planning and delivering remotely. Children</p>

		used effectively in lesson to support learning		without IT access have been supported by school devices for home use.
<p>To ensure visually impaired and hearing-impaired children have full access to the curriculum</p> <p>Resources and teaching techniques support full access to the curriculum</p>	<p>Ongoing liaison with visual impairment team and hearing impairment team</p>	<p>Child can access learning in line with his peers (2015-16- Y3)</p> <p>Class teacher is aware of needs and is able to provide an appropriate curriculum</p>	<p>2015-16- Y3 2016-17 Y4 2017-18 Y5</p>	<p>Sept 2020 update The child with VI has now transitioned successfully to secondary school. The VI team continued to offer support and advice. Enlarged texts were ordered and available for SATs and additional transition arranged.</p> <p>The child with HI has now transitioned successfully to Secondary school. The additional TA one to one support remained in place until he left.</p> <p>Sept 2021 update We have one pupil with a hearing impairment. He is well supported by the teacher and TA. He has regular visits from the teacher for the Deaf. Any recommendations are acted on as soon as possible.</p>
<p>To continue to train staff to enable them to meet the needs of children with a range of SEN.</p>	<p>SENCO to review the needs of children and provide training for staff as needed.</p>	<p>Staff are able to enable all children to access the curriculum.</p>	<p>Ongoing</p>	<p>Sept 2020 update Training respond to the needs of the children and staff – it is appropriate and up to date.</p> <p>Sept 2021 update Training continues to be in line with the needs of the school – Training updates and practical sessions were limited during restriction but have remained compliant.</p>
Medical				
<p>Medical needs register maintained with care plans written if needed in line with the medical conditions policy</p> <p>Access training if a child presents with medical needs, intimate care needs</p> <p>Update Epi Pen training as needed</p>	<p>Medical conditions information requested on entry, at annual data collection and when needs change.</p> <p>SENCO to ensure school coverage for staff trained in using an EpiPen and any other medical interventions as required to meet needs of each child.</p>	<p>Collection of medical needs form part on new child induction and mid-year transfers</p> <p>Teachers and relevant staff are made aware of medical needs and how best to support them in</p>	<p>Annual Anaphylaxis/EpiPen training for new class Teachers TAs, MDSA After school club Staff</p> <p>Training Sept 2019/2020/2021 Annual rolling programme</p>	<p>Sept 2020 update Medical needs continue to increase across the school. There are currently two children with Epi-pens. SENCO liaises with the school nursing service and medical professional to ensure that support is in place. Epi pen training is up to date. And due to be updated again this term (term 1 2020). Training is updated in line with the school nursing guidelines. There are currently 10 trained members of staff.</p> <p>Sept 2021 update Medical registers have been updated and new children's needs assessed.</p>

		<p>the classroom. Care plans and adaptations shared</p> <p>Procedures are clear and staff are confident in supporting the children's medical needs</p>		<p>There are no children with severe medical conditions that require additional intervention at present. Online epi pen training will be completed by all Teaching staff to meet anaphylaxis training requirement. Oct 2021 Team teach training will be updated for a small number of teaching/TA staff in October.</p>
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Accessibility Plan reviewed and update by Rachel Griffiths – SENCO – September 2021 and FGB on 1 December 2021.