

Redland Primary School Accessibility Plan 2023-2026

September 2023



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	
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	Staff have received updated safeguarding training and KCSIE 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	Multi agency forum attended by RG termly usually facilitated on Teams. VJ attends Town heads meetings. Changes and updates share with staff and SLT.
To ensure that all parents who may have a disability can access school events and information Explanation on the website that large print letters are available and that additional support can be offered though the school office	Access from the main entrance can be used to access main building Disabled parents who have a child in a mobile classroom can ask for meetings to be held in the main building Large scale print for reports/ newsletters/ correspondence if requested Newsletters and other document emailed to parents.	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 All communications can be accessed by all parents.	Regular reminders on school website/newsletters about accessible text for letters and forms	Disability access has been used this term by a parent mobilising with an electric mobility scooter. Parent is happy with the arrangement and has accessed the classroom and school event. This will need to be considered if the child were to be in a mobile classroom in the future.
Physical Environment				
Ensure that, where possible, the school buildings and grounds are accessible for all children and adults Continue to improve and maintain access to the school's physical environment for all	Audit of accessibility of school buildings and grounds by Governors/Head/ SBM The environment is adapted to the needs of pupils as required	Modifications will be made to the school building to improve access where possible	Health and safety check to be completed by SBM and Governor which includes accessibility	No children currently on roll with disability access needs. Disability access has been used this term by a parent mobilising with an electric mobility scooter. Parent is happy with the arrangement and has accessed the classroom and school event.

	<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>This term a child has entered school who may need intimate care (nappy changing) school have started to explore improved changing facilities. SBM is currently exploring quotes for toilet adaptations.</p>
<p>Ensure signage is clear and well situated for those with impairment.</p>	<p>Ensure signage is clear and well situated</p>	<p>Signage is clear for all visitors</p>	<p>Regular checks of school environment</p>	<p>In place and ongoing.</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>SENCO clear on the needs of any new starter with identified disability/accessibility needs</p>	<p>All children can access the school building especially FS2 areas on entry</p> <p>All children with medical needs or disability needs have their needs met so that they can be fully included in school life</p>	<p>FS2 June/July 2023 FS2 June/July 2024 FS2 June/July 2025</p>	<p>New intake of children has required greater consideration regarding intimate care. It was thought that a number of children may need intimate care. this is now only one child. Child's needs were not known to us prior to September 2023. See above comment.</p>
<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>Alarm are tested weekly by site manger</p> <p>Class teacher in mobile classroom to alert SBM and site manger 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>Site manager 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 bell are tested weekly by maintenance staff. Records are maintained.</p> <p>Currently we have one child with unilateral one sided deafness from birth - not supported by the HI team but wears a hearing aid.</p> <p>No children with a PD.</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 adaptations made</p> <p>Enlarged texts, appropriate coloured backgrounds, iPad, technology, manipulatives and visual aids are used effectively in lesson to support learning</p>	<p>Curriculum review ongoing by subject leaders.</p> <p>Lesson observations by Head/performance management/subject leaders and peers – at least annually</p>	<p>Curriculum reviews continue in line with school policy.</p> <p>Teachers adapt learning based on individual need.</p> <p>The use of technology (IPad, dictation tools, reading tools) are used with in classes to meet the needs of learners.</p> <p>Head teacher drop is are planned and feedback given to staff.</p>
<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>	Ongoing liaise with visual impairment team and hearing impairment team	<p>Child can access learning in line with his peers</p> <p>Class teacher is aware of needs and is able to provide an appropriate curriculum</p>	Ongoing Child in Y6 2022-23	No children with visual impairment at present this year 23-24.
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Ongoing	<p>Training delivered 22-3 included calmer classrooms and restorative practice. Training delivered by Behaviour support team(BSS) to teachers and Tas.</p> <p>Planned training for 23-23 English as an additional language, (EMTAS) Autism awareness, ADHD. (SSENS) Thermostat approach(BSS).</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 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>Annual online /in person Anaphylaxis/EpiPen appropriate school</p> <p>Training Sept September /October 2022, 2023, 2024.</p>	<p>Medical register updated inline with new needs.</p> <p>EpiPen training online and school nurse session completed October 23 (annually updated)</p>

Accessibility Plan by Rachel Griffiths – SENCO September 2023

Review due September 2024