

Redland Primary School Accessibility Plan 2023-2026

October 2025



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	Reviewed and ratified by FGB on 7.10.25.
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. <u>Sept 2025</u> – All school staff were invited to a TD day on safeguarding. This covered KCSIE 2025 and associated government updates.
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 members of the safeguarding team often facilitated on Teams. Headteacher attends Chippenham Heads meetings. Changes and updates are shared with staff and SLT. <u>Sept 2025</u> - Headteacher attends town heads and DSL forums. SENCO attends SENCO meetings and updates.
To ensure that all parents who may have a disability can access school events and information Explanation on the contact page of the website that large print documentation can be made 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 office 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 by a parent mobilising with an electric mobility scooter. Parent is happy with the arrangement and has accessed the classroom and school events. This will need to be considered if the child were to be in a mobile classroom in the future. <u>Sept 2025</u> - The parent continues to access the main building and was able to attend school events in the hall and on the field. The child's class remains in the main building. The parent has attended a meeting in the main building and felt that this was accessible.

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>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>Health and safety check to be completed by SBM and Governor which includes accessibility</p>	<p>No children currently on roll with disability access needs.</p> <p>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> <p><u>Sept 2025</u> - This term a child has entered school who requires intimate care (nappy changing). We have allocated a space in school (medical room) with resources to ensure privacy. Specialised bins are in place internally and externally for disposal.</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>Annually</p>	<p>Intimate care provision is in place for one of our children.</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>Alarms 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>Fire alarm is clear and audible for all pupils and staff</p> <p>Fire alarm is audible in mobile classroom.</p>	<p>Site manager to test alarm weekly and record in the fire book</p> <p>Health and safety audit to ensure fire</p>	<p>Fire bells are tested weekly by maintenance staff. Records are maintained.</p> <p>We have staff members with mild hearing impairments. Currently we have no children with hearing impairments.</p>

All children including those with a physical disability (PD) can leave the building in a safe and timely manner	All children with hearing impairment or physical disability are identified by SENCO and teachers	Children with HI can evacuate the building quickly and safely in line with their peers	procedures are in line with county/safety guidelines	No children with a PD.
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 needs.</p> <p>The use of technology (iPad, dictation tools, reading tools) are used in classes to meet the needs of learners.</p> <p>Headteacher drop ins planned and feedback given to staff.</p> <p><u>25-26</u> – One area of the School Development Plan (SDP) for this academic year has a focus on supporting the needs of neurodivergent children (PINS Project).</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 liaison with visual impairment team and hearing impairment team	Child can access learning in line with his peers Class teacher is aware of needs and is able to provide an appropriate curriculum	Ongoing Child in Y6 2022-23	<p>No children with visual impairment at present this year 23-24.</p> <p>No children with visual impairment at present this year 24-25.</p> <p>No children with visual impairment at present this year 25-26.</p>

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 22-23 included calmer classrooms and restorative practice. Training delivered by Behaviour support team (BSS) for teachers and support staff</p> <p>Planned training for 23-24 English as an additional language, (EMTAS) Autism awareness, ADHD. (SSENS) Thermostat approach(BSS).</p> <p>Training for 24-25 focused on increasing staff knowledge of different SEN needs and disabilities - Autism, ADHD, Dyslexia and strategies to support children in the classroom</p> <p><u>Sept 2025</u> – One area of the School Development Plan (SDP) for this academic year has a focus on supporting the needs of neurodivergent children (PINS Project).</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, 2025</p>	<p>Medical register updated inline with new needs.</p> <p>23-24 - EpiPen training online and school nurse session completed (annually updated)</p> <p>24-25 - EpiPen training delivered by school nursing team 2.10.24 and 7.10.24 All school-based staff have completed online training through the National college on Allergy and anaphylaxis.</p> <p>25-26 - Anaphylaxis UK will be in school delivering face-to-face training for all staff on 8.10.25. Children will also have a linked assembly on this subject.</p>

Reviewed and updated – September 2024

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Next review due September 2026