

## Red Hill CE Primary School



### Accessibility Plan September 2025-September 2028

At Red Hill C of E Primary School, we look to Jesus as our example in our aspirations for excellence and enjoyment in all that we do. We believe that everyone is unique and everything is celebrated.

Ephesians 2:10- God created you to be amazing.

# Red Hill CE Primary School

## Accessibility Plan.

The following Accessibility plan reflects the need outlined in the Equality Act 2010

### Information and Data

#### Information and data collected will reflect the definition of disability in the DDA

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The following documents will support the consultation process and will directly influence the proposed actions/targets of this plan.

1. Governors to decide upon consultation process.
2. Statement on website asking for information with regard to disability from parents/carers/Governors
3. Discussions with school council and with children who have disabilities.
4. Letter to staff-issued by LA asking for information with regard to disability.
5. Agenda item at premises committee meeting- audit of access and provision.
6. Staff discuss anticipated access issues with a view to improving access for all members of the school community.

The improvement plans for the school will involve coordination with LA representatives where necessary.

During the consultation process adjustments will be made in light of comments made.

### Coordination

The Headteacher will coordinate the plan in direct consultation with all stakeholders.

### Availability of the plan:

A copy of the plan is available on request from the school office and on the website.

If you would like to make a contribution to the consultation process, please send your comments to school or phone the office to make an appointment with the Headteacher. All contributions will be held in strictest confidence.

**Date of plan:** September 2025

**Date of review:** September 2028

Minor adjustments to the plan will be made throughout the duration of the plan.

Target	Actions	Timescale	Success Criteria/ Outcomes	Responsibility	Resources/ Finance	Support Training/Advice/ Sharing Good Practice
<b>Physical access</b>						
Ensure that access to school buildings and site can meet diverse pupil needs.	Explain in newsletters that disabled parking bays may be used for parents/carers/visitors. Maintain access to Forest School. Ramps inside/outside building Disabled toilets Coat pegs at suitable heights for children Adaptions to physical furniture for SEND and/or appropriate additional resources eg. Wobble chairs	Ongoing	Access to school Meets the needs of the school community	Maintenance contractors  HT/SBM and Governors SENCO	Devolved capital Budget SEND budget	Seek advice from property services & external agency reports for SEND children
Ensure that classrooms are optimally organised for disabled pupils within current building restraints Identify needs and actions for the future.	Plan classrooms in accordance with pupil needs Organise resources to reflect needs. Provide quiet areas within school/classrooms Look at accessibility in all areas of school life Additional resources in place for SEND/disabled children/staff as required Risk assessments/support plans for Staff & children in place Adaptions for ASD children as needed to include any additional 'base/work space area'.	Ongoing	Appropriate use of resources for all pupils.  Improved access for all pupils.	All staff  HT/SBM and Governors SENDCO	Devolved capital Budget SEND budget	Involve parents and outside agencies in discussion and planning/ recommendations from reports provided
<b>Curriculum Access</b>						
Reflect identified areas of	Incorporate quality first	Ongoing	Improved	All staff		IPMs support provision

need in lesson planning and delivery	<p>teaching into all planning. Ongoing programme of staff training in disability awareness to reflect needs of pupils and anticipatory duties.</p> <p>Disability awareness focus for whole school to educate children on different learning needs eg. Dyslexia, autism, ADHD etc</p> <p>Specific resources are purchased to support pupils' needs as outlined in report recommendations.</p> <p>Curriculum is regularly reviewed to meet all needs</p> <p>IPMS updated on Edukey to ensure needs are being met in a timely manner</p>		<p>access to curriculum for all pupils.</p> <p>Appropriate use of resources for all pupils</p>	HT/SENDCO/DHT & phase leaders monitoring provision	SEND budget and support from PD outreach	alongside external agency report recommendations
Ensure access to laptops is a priority for those pupils identified with a particular need.	Ensure that staff are aware of the priorities for particular pupils.	Ongoing		HT, SENCO, Staff		Sharing practice- staff meetings
Prioritise student participation in school activities	Ensure that school activities are accessible to all students.	Ongoing	Increased participation in school life for all students	All staff DHT – clubs monitoring		Sharing practice- staff meetings
Availability of newsletters and school documents in alternative forms.	<p>Use of pastel paper for dyslexic pupils/parents/carers</p> <p>Large print and audio formats as required.</p> <p>Coloured overlays as required</p> <p>Parental coffee mornings with SENDCO with a particular SEND focus. Information shared on school website</p>	Ongoing	Information to pupils, parents and carers will be improved	HT/SENDCO  All teaching staff		
Ensure all policies /school offer consider the implications of Disability access.	<p>Consider implications when updating policies and school offer.</p> <p>Consider in SEND annual report</p>	Ongoing		HT/SENDCO/staf f and Governors		Sharing good practice within policies