Red Hall Primary School

Accessibility Plan

Document History	
Updated:	**January 2017** **September 2018** **October 2019**
By:	**HT**
Review Date	**September 2020**
Reviewed with Local Authority	**May 2018**
Approved by Governing Body	Awaiting approval

Accessibility Action Plan
2019 - 2020

Name and address of school:	**Red Hall Primary School**
Head Teacher:	**Julie Davidson**

Our Actions
As a school our priorities are, as set out according to the requirements of the Equality Act 2010:

Increasing Access for disabled pupils to the school curriculum
This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Improving access to the physical environment of the school
This includes improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to disabled pupils
This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Financial Planning and control
The Head Teacher, Senior Leadership Team and the finance committee will review the financial implications of the Accessibility Plan as part of the normal budget review process.

Accessibility Action Plan
Aspire to improve to do more than the minimum, additional best practice

Compliance with the Equality Act					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Our Governors and staff recognise their duties under the Equality Act 2010	Training for Governors and staff in anti-discriminatory practices to support pupils full engagement with the values and ethos of the school	Head	Long term	Annual training plan	*Updates in response to changes in legislation*
School provides all pupils with a broad and balanced curriculum	Curriculum is differentiated, personalised and age appropriate	All Staff	Long term		
School respects pupils' knowledge and understanding of their disabilities	Staff takes into account in its planning and practices pupils' knowledge and understanding of their disabilities and potential effect on their ability to carry out activities	All Staff	Annually		*Reviewed with new intake and any movement of pupils*

Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
School to move classrooms if necessary for to give access to pupils with disabilities.	Where appropriate and necessary to move classrooms or activities to maximise accessibility for pupils with disabilities	Head	Usually long term	As required	*Red Hall – lift to upper level on priority list however not funding available*
Additional provision over lunchtime for children who benefit from greater structure and a more peaceful environment.	Development of a lunchtime club to support pupils with SEMH needs. Friendship Club 4 x lunchtimes weekly. Access to the school library and reading sheds at playtimes. Reasonable adjustments made to provide outdoor quiet spaces on the playgrounds.	Head and all staff	Annually	Ongoing	

Improvement to disabled parking places at Red Hall.	Monitoring of the physical environment to identify areas which may require attention e.g. parking facilities for parents/carers with disabilities or those whose children have disabilities, extension to car park.	Head and School Business Manager	Long term		*Only one accessible place not clearly marked out.*
Improvement to access to exterior entrance for 2 Year Old Provision (Lullaby Lane).	Monitoring of the physical environment to identify areas which may require attention e.g steps access only to Lullaby Lane, ramp required.	Head and School Business Manager	Long term		*Lullaby Lane entrance from outside needs to be accessed via steps. Access for parents/carers with disabilities or those whose children have disabilities would need to be made via the front entrance.*
Minor repairs/adjustments undertaken. Major works planned and undertaken where possible and reasonable adjustments made in the short to medium term	Regular inspection of exterior surfaces, entrances and exits, internal doors, gates, lifts, toilets, lighting and other relevant areas	Head and School Business Manager			
Personalised support for individual pupils to give access to parts of the schools which cannot otherwise be accessed	Individual support from TAs for pupils with mobility issues to access stairs. Support for wheelchair users in areas of the schools where access is reduced	All staff	Short Term		

Ensuring inclusion in the school community					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensuring all policies and procedures encompass respecting and valuing differences	Behaviour policy and procedures Anti-bullying policy – all implemented and all staff full aware	SMSC lead and all staff	Short Term	Updated annually	

Access to the curriculum - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Lessons are appropriately differentiated to ensure the participation of all pupils	Staff training from SENCO eg ASD, Dyslexia, MHFA Parent/carer training in the use of Makaton for the Early Years	SENCO	Annually	Ongoing	
Continual review of pupils with SEND	Termly review meetings with SENCO to ensure relevant support is in place for the needs of pupils.	SENCO			
Support provided for individual pupils' needs in lessons **Classrooms are organised to promote the participation and independence of pupils**	Where practicable a range of teaching methods and styles are used eg use of visual timetables across the schools, who is in our class today timetables, peer tutoring, Makaton in Early Years Review of preferred layout of furniture and equipment to support the learning of all pupils including personalised work spaces where appropriate.	All teaching staff			
Provision of specialist equipment where practicable to support pupils with disabilities	Use of external agency professionals to advise on equipment for pupils with disabilities	All teaching staff			

Educational visits and experiences in and out of school take into account the needs of pupils with disabilities	When planning educational visits and experiences both in and out of school, the needs of individual pupils' disabilities are fully considered to ensure that they are able to access a range of such experiences	All teaching staff			

Access to information advice and guidance - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Reduced/simplified amounts of text, larger print size or use of reader where appropriate	To provide written materials in alternative formats	All teaching staff	Annually	Ongoing	