



Red Hall Primary School

Accessibility Plan

Document History	
Updated:	January 2017 September 2018 October 2019 November 2021
By:	Executive Headteacher in partnership with the Local Authority
Review Date	November 2024
Reviewed with Local Authority (every 3 years)	May 2018 September 2021
Approved by Governing Body	Approved September 2018 Approved October 2019 Approved March 2022

An Accessibility Plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments wherever practicable. This will be provided to schools as a separate document.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she 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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

Compliance with the Equality Act is consistent with the Local Authority's aims and equality and diversity policy and SEN information report.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties governors have regard to the Equality Act 2010

Our school

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

This Accessibility Plan and SEN Information Report will be linked to the Darlington Local Offer and be available as part of the school Local Offer.



DARLINGTON
Borough Council

Accessibility Action Plan (Template)
202x - 202x

Name and address of school:

Red Hall Primary School, Headingley Crescent, Darlington, DL1 2ST

Executive 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 Template

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 pupil's full engagement with the values and ethos of the school.	Head	Long term	Annual training plan	<i>Updates in response to changes in legislation</i>
School provides all pupils with a broad and balanced curriculum	<p>Our curriculum is differentiated, personalised and age appropriate for all pupils in mainstream and in STRIVE</p> <p>School is responsive to emerging needs of pupils in regards to equality e.g. support plan meetings termly, one plans and Education Health Care plans.</p> <p>Weekly reviews of CPOMs identify needs and targeted work in PSHE, is planned for whole classes, groups or individuals. (e.g. Show Racism the Red Card, Stonewall)</p>	All Staff	Long term	Termly reviewed	
School respects pupils' knowledge and understanding of their disabilities	Staff considers in its planning and practices pupils' knowledge and understanding of their disabilities and potential effect on their ability to carry out activities	All Staff	Long Term	Termly reviewed	<i>Reviewed with new intake and any movement of pupils</i>

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p>All children and staff have access to calm, sensory areas.</p>	<p>'Time and Space' areas created in all Key Stage Areas including individual 'Time and Space' areas for children with specific SEMH needs.</p> <p>Time and Space rules shared with pupils regularly.</p> <p>'Time in' resource boxes available in each space which include e.g. breathing exercises, soft toys, fidget toys, timers, mindful colouring.</p>	SENCO	Ongoing	Reviewed annually	
	<p>Small breakout rooms created in STRIVE (Work Zone, Sensory Zones)</p> <p>Sensory breaks included in individual timetables for all pupils and timetabled within STRIVE</p> <p>Further development of staff room space to give staff access to calm.</p> <p>'Time and Space' used for adults as well as 'change of face', to allow for staff self-regulation time.</p>	Head	Long Term		
<p>School to move classrooms if necessary to give access to pupils with disabilities (due to access to upstairs not being available).</p>	<p>Where appropriate and necessary to move classrooms or activities to maximise accessibility for pupils with disabilities</p>	Head	Usually long term	As required	<i>Red Hall – lift to upper level on priority list however not funding available</i>

	STRIVE provision is fully accessible with sufficient space for all pupils with SEMH needs.				
New lunchtime arrangements allow for children who benefit from greater structure, more practical play opportunities or a more peaceful environment.	<p>Lunchtime provision allows freedom of choice for pupils – zoned play spaces.</p> <p>Support for pupils 1:1 in STRIVE or with SEMH needs in mainstream to enable them to play freely.</p> <p>Friendship Club option available at both Key Stages weekly.</p> <p>Reasonable adjustments made to provide outdoor quiet spaces on the playgrounds including quiet yard space, reading sheds.</p> <p>Staggered lunch breaks with quieter/more focused play opportunities provided for children who struggle to access long periods of unstructured time.</p>	Head and all staff	Medium Term	Ongoing	
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 Office Manager	Long term		<i>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 or through Nursery access doors.</i>
Minor repairs/adjustments undertaken. Major works planned and undertaken where possible and reasonable	Regular inspection of exterior surfaces, entrances and exits, internal doors, gates, lifts, toilets, lighting and other relevant areas	Head and School Office Manager and Site Manager	Long term	Ongoing in termly premises walk round	<i>Regular Health and Safety checks from the Local Authority also monitors this.</i>

adjustments made in the short to medium term					
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, toileting, dinner hall and gym. Support for wheelchair users in areas of the schools where access is reduced	All staff	Short Term		
Improve signage to indicate access routes around school	Signage indicates disabled parking bay and wheelchair friendly routes around school	School Office Manager	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 fully aware	SMSC lead and all staff	Short Term	Updated annually Staff trained annually	
Transition between settings is carefully planned and supported.	Community supported in applications for Primary and Secondary School places. Open session/surgeries during application windows held in our ICT suite for those who need support or access to IT facilities. Visit program and stay and play session for Early Years pupils and parents/carers.	Head Early Years Team		Ongoing	

	<p>Mother and Baby/Toddler group introduces families to the environment early</p> <p>Small group work with vulnerable Y6 pupils led by Learning Mentor in the Summer Term.</p> <p>Personalised travel support plans agreed with SEND services when needed for yr 6 pupils with EHC plans.</p> <p>Individual/small group visits to receiving secondary schools separate from normal transition arrangements.</p>	Y6 staff			
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Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p>Lessons are appropriately differentiated to ensure the participation of all pupils</p>	<p>Training for teachers on differentiating the curriculum for children as required.</p> <p>Staff training from SENCO planned annually according to needs of current pupils in school.</p> <p>ASD, Dyslexia MHFA Scaffolding learning</p>	<p>SENCO with whole staff team.</p>	<p>Annually</p>	<p>Preparation for new classes ensures staff are aware of the pupil's individual needs in July.</p> <p>Ongoing</p>	

<p>Continual review of pupils with SEND</p>	<p>Termly review meetings with SENCO to ensure relevant support is in place for the needs of pupils.</p> <p>Reviews of One Plans and EHC's termly.</p>	<p>SENCO</p>	<p>Termly</p>	<p>Autumn/Spring and Summer</p>	
<p>Support provided for individual pupils' needs in lessons</p>	<p>Where practicable a range of teaching methods and styles are used in every classroom.</p> <ul style="list-style-type: none"> • Visual timetables • Dyslexia friendly fonts and tinted backgrounds used across school. • Who is in our classroom today prompts? • Makaton within the Early Years • Calm boxes • Now and Next boards • Small group teaching • Secure spaces • Adaptive scissors/writing equipment <p>Pastoral support, timetable adaptations</p> <ul style="list-style-type: none"> • Positive handling plans • All About Me pages • Individual risk assessments. and thinking clouds <p>Individual physiotherapy/OT programmes</p> <p>Speech and language therapy programmes</p>	<p>All teaching staff.</p>	<p>Long Term</p>	<p>Termly reviewed</p>	

	<p>Use of the Recovery Curriculum designed by the Darlington Educational Psychologists to support learning following the pandemic.</p> <p>School working towards the Sandwell Charter Mark.</p>				
<p>Support provided for individual pupils' needs additional to lessons.</p>	<p>Sand play, Drawing and Talking Therapies and access to a school counsellor for pupils with Mental Health and Well being needs are identified through weekly team meetings.</p> <p>Additional support and intervention programmes agreed and delivered regularly.</p>	<p>Well being team</p> <p>All staff</p>		<p>Weekly</p> <p>Ongoing</p>	
<p>Classrooms are organised to promote the participation and independence of pupils</p>	<p>Review of preferred layout of furniture and equipment to support the learning of all pupils including personalised work spaces where appropriate.</p> <p>Classrooms are organized with minimal clutter.</p> <p>Neutral and natural throughout.</p> <p>Consistency across the school.</p>	<p>All teaching staff</p>		<p>Ongoing</p>	
<p>Provision of specialist equipment where practicable to support pupils with disabilities</p>	<p>Use of external agency professionals to advise on equipment for pupils with disabilities</p>	<p>All teaching staff with SENCO</p>		<p>In place and ongoing</p>	

	Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toy				
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 Risk assessments will be undertaken where appropriate	All teaching staff			
Staff trained to meet individual medical needs of pupils where applicable.	<ul style="list-style-type: none"> • Asthma • Epilepsy Training delivered to staff.	LH and DH		Responsive to need	

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 Use of Widgit for timetables and texts across the school. School labels to be also backed up with WIDGIT	SENCO and All teaching staff	Annually	Ongoing	

	<p>All newsletters and communication sent electronically.</p> <p>Provided translated documents where appropriate.</p> <p>Enlarged documents as requested for Visually Impaired parents/carers</p>				
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