

Rice Lane Primary School Accessibility Plan



2024/2026

**Policy agreed by Governing Board: 2nd July 2024
Review date: September 2025**

Definition of disability

Disability is defined by the Disability Discrimination Act 1995(DDA):

“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”.

Legislative Context

This plan is constructed in compliance with:

[Equality Act 2010: Schedule 10, Paragraph 3](#)

[Disability Discrimination \(prescribed Times and Periods for Accessibility Strategies and Plans for Schools\) \(England\) Regulations, 2005.](#)

and advice provided in Accessible Schools: Summary Guidance June 2002.

Our School Mission

We are respectful, resilient and together we achieve

Purpose

This plan should also be seen in relation to the following school documents:

Equality Principles and Objectives

SEND Policy

SEND Report

Supporting pupils in school with medical conditions policy and procedures.

The plan covers the following three key areas:

Access to the school environment- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits from the facilities or services provided or offered by the school.

Access to the curriculum- increasing the extent to which disabled pupils can access the curriculum.

Access to information- improving the delivery to disabled pupils of information which is readily available to pupils who are not disabled.

The plan outlines targets covering the period 2024- 2026.

A series of actions have been proposed to improve access, these have clear success criteria, person(s) responsible, possible resource implications and monitoring and review dates.

Area 1: Access to the School Environment

Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
September 2024	Ensure all people with a disability can be safely evacuated.	-Ensure there is a personal emergency evacuation plan for all pupils with a disability and that the Site Manager and class teachers have a copy. -Ensure all staff are aware of their responsibilities in evacuation. -If a person uses a wheelchair they must not be in a classroom where the emergency exits are down the steps.	-All pupils and staff with disabilities are safe in the event of a fire. -There is constant supervision for pupils with disabilities who need help in an evacuation. -All wheelchair users can be evacuated quickly, easily and safely.	SENDCO Class teacher	
Weekly checks	Ensure everyone has access to the reception area.	-To ensure that there is nothing preventing wheelchair access. -The external and internal doors are wide enough for a wheelchair. -Ensure bell is at an appropriate height for wheelchair users to get the attention of office staff.	-All visitors feel welcome. -Visitors can sit down if waiting for staff. -Wheelchair users can access the building with ease.	Site Manager	
September 2025	The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors with disabilities. parents access needs and meet as appropriate.	-To create access plans for individual disabled pupils as part of the Support Plan process (when required). -All staff are aware of staff, governors and visitors needs	-Support Plans in place for pupils with disabilities and all staff are aware of pupil's needs. -All staff and governors feel confident that their needs are met.	SENDCO	

Area 2 Access to the curriculum					
Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
September 2024	To ensure accessibility materials are available for Visually Impaired (VI) children	-Collate an up-to-date list of children with VI -Ensure the classroom is uncluttered and there are visual by boards. -Class teacher is aware of personal strategies shared by VI and works with them closely to adapt to the environment. -School to work with sensory services to ensure an inclusive environment. -All children with VI have a pupil passport listing reasonable adjustments required to access the curriculum. -CVI team to complete training with targeted staff.	-All children, whether VI or not, can access all information within their curriculum -Children with VI have appropriately large print materials and equipment to enable them to access all subjects	SENDCO Class teacher	We have 4 children listed with a VI. Two children have reduced viability in either one or both eyes. Two children have a diagnosis of CVI. We work closely with the VI team to audit the environment and implement strategies. There is an increasing diagnosis of CVI particularly in children who have an ASD diagnosis. Therefore, it would be useful o extend CVI training across school
September 2025 and reviewed annually	To continue help children overcome anxiety as a barrier to access the curriculum	- Identified senior mental health Practitioner to lead on mental health and wellbeing. - All staff receive training in children's mental health and wellbeing - Zones of regulation to support all	- All staff have a good understanding of mental health and wellbeing and are confident to support co-regulation. - There is a graduate approach to identify children with needs	Teacher SENDCO Support Staff SLT Pastoral Manager	

		children with emotional regulation including children with SEMH. - Identified staff who are trained in emotional coaching in each phase - Continue to embed a graduate approach to identifying children with SEMH - Collate an accurate SEND register which is reviewed regularly to identify children with SEMH - Continue to embed an attachment and trauma informed response - Work with outside agencies to seek appropriate advice - Children with identified needs to have a pupil passport listing reasonable adjustments - Pastoral team to provide SEMH provisions which are reviewed half termly to measure impact - Hold termly team around the child meetings focused on mental health and wellbeing - Continue to raise awareness of mental health through enrichment activities - Continue to develop emotional regulation through the implementation of zones of regulation. - Provide parent groups to support parents whose children have	and provide support at the early possible point - Evidence based provisions are implemented by pastoral lead and reviewed half termly to measure impact. - Staff have access to specialist advice when required. - Children develop strategies to reduce anxiety. - Parents are fully informed to support their child and manage anxiety. - Attendance for children with SEMH improves		
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		anxiety (EMP) - Children who engage in self-harming behaviors have an individual risk assessment. - A systematic approach to reintegrate children back to school who cannot attend school due to medical needs including mental health.			
September 2026	To ensure children who present with sensory processing difficulties or difficulties with emotional regulation have access to the curriculum	-All children who have been identified with sensory processing difficulties have a sensory profile. - All staff receive sensory processing training. - SENCO and teachers work with Occupational Therapist to ensure best practice when supporting children with sensory processing difficulties. - Identified areas across the school for sensory input. - New outdoor area focusing on vestibular and proprioception activities. - New sensory area for auditory/and visual processing difficulties. - Continue to develop the sensory circuits.	All pupils with disabilities overcome this barrier to their learning	SENDCO Class teacher Support Staff SLT	Inclusion team have attended training from Occupational therapist for sensory processing.

		- Make sensory input more accessible to each classroom. - Empower parents through coffee morning and effective signposting to support their child with sensory processing.			
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Area 3 Access to Information.

Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
September 2024	To ensure website is fully compliant with 2010 Equality Act.	Policies updated and added to website	-Website is updated regularly -Website is fully accessible and compliant.	SEND Admin Staff Class Teachers Subject Leads	
September 2025	To ensure parents have access to relevant information in a timely manner	-To embed a systematic approach to contacting SEND which is realistic in line with workload but accessible when parents require. - To Support knowledge of SEND for all staff through CPD to empower them to be a point of contact for parents. -To develop effective signposting for parents to access support in the wider community through the website.	-Staff will be confident to meet parents and discuss children with SEND. - Parents can get information from a staff member as soon as possible. - Parents are informed and have access to support available in the wider community.	SEND Site staff Head teacher	

September 2026	To review all communication methods to ensure that all pupils/parents and carers have full access to information.	-To review how parents are informed that their children are on the SEND register. - Plan in half termly coffee mornings - Review how information regarding provisions is shared with parents. - To review access to the child's pupil passports and SEND support plans through edu-key - Ensure targeted parents have access to tapestry - To include signpost in the newsletter fortnightly	-Parents have the opportunity at least half termly to meet with school SENCO through coffee mornings. - Parents are fully informed of their child's needs and whether they are on the SEND register. - Parents are fully informed what provision their children have and how long it is planned for. - Parents have a good understanding of what support is in place for their child and can access pupil passports. - Parents are informed of available support within the wider community.	SENDCO Pastoral Manager Teachers	
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The plan will be formally reviewed annually or in the event of changes to legislation or guidance.

Completed actions will be added to the plan as they take place.