Rice Lane Primary School Accessibility Plan 2026/2027

Policy agreed by Governing Board:
Signed ..... .*Chair of Governing Board*

Review Date: September 2027

Definition of disability

Under Section 6 of the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the SEND Code of Practice, "long-term" generally means lasting or likely to last for at least 12 months

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.

-Equality Act 2010
-Equality Act 2010: Advice for Schools (DfE)
-SEND Code of Practice: 0 to 25 years (2015)
-Children and Families Act 2014
-Supporting Pupils at School with Medical Conditions (DfE)
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Our School Mission

We are respectful, resilient and together we achieve.

Purpose

The school recognises its duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils, staff and visitors to prevent substantial disadvantage and to promote equality of opportunity. The development and review of this plan incorporates the views of pupils, parents, carers, staff, governors and external professionals where appropriate.

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 2026- 2027.

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 2026	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 Site manager Head 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 Head teacher	
From September 2026 ongoing	The school identifies and responds appropriately to the accessibility needs of pupils, staff, governors, parents/carers, contractors and visitors with disabilities.	-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 -Accessibility requirements of staff, governors and visitors are discussed and recorded where appropriate.	-Support Plans in place for pupils with disabilities and all staff are aware of pupils' needs. -All staff and governors feel confident that their needs are met. -Disabled staff are able to carry out their roles effectively and safely.	SENDCO Headteacher School Business Manager Governors	

		-Reasonable adjustments are considered and implemented for disabled staff in line with the Equality Act 2010. -Recruitment, induction and professional development opportunities are accessible to staff with disabilities. -Meeting rooms and training venues are accessible wherever possible. -Staff are aware of the process for requesting workplace adjustments. -Accessibility needs are considered when planning school events, meetings and consultations.	-Staff, governors and visitors can access school facilities and information. -Reasonable adjustments are implemented in a timely manner. -School leaders demonstrate compliance with Equality Act duties relating to employees.		

Area 2 Access to the curriculum					
Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
September 2026 ongoing	To ensure accessibility materials are available for pupils with vision impairment (VI).	-Collate an up-to-date list of children with VI -Ensure the classroom is uncluttered and there are visual display 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	The school currently supports five pupils with vision impairment Two children have reduced visibility 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. Plan for CVI training to be delivered across school- October 2026
September 2026 and reviewed annually	To continue to support children in overcoming anxiety as a barrier to accessing the	- 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 graduated approach to identify children with needs	Teacher SENDCO Support Staff SLT Pastoral Manager	

	curriculum.	children with emotional regulation including children with SEMH. - Identified staff who are trained in emotional coaching in each phase - Continue to embed a graduated 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 though enrichment activities - Continue to develop emotional regulation through the implementation of zones of regulation.	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		

		- Provide parent groups to support parents whose children have anxiety - 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 pupil passport with strategies to support their sensory profile. - All staff receive sensory processing training. - SENDCO and teachers work with Occupational Therapists to ensure best practice when supporting children with sensory processing difficulties. - Identified areas across the school for sensory input. - Outdoor area focusing on vestibular and proprioception activities. - Sensory area for auditory and visual processing difficulties. - Effective use of sensory circuits.	Pupils with sensory processing difficulties are able to access learning effectively through appropriate support and reasonable adjustments. All teaching staff receive sensory processing training and report increased confidence through post-training evaluation.	SENDCO Class teacher Support Staff SLT	Whole staff training on sensory processing to be delivered 30.9.26 by the BIT team.

		- Make sensory input more accessible to each classroom. - Empower parents through sharing information and support available through coffee mornings and effective signposting to support their child with sensory processing.			

Area 3 Access to Information.					
Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
September 2026	Ensure the school website complies with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 and maintains a current Accessibility Statement.	Policies updated and added to website	-Website is updated regularly -Website is fully accessible and compliant.	SENDCO Admin Staff Class Teachers Subject Leads	-Annual accessibility audit of website. -Review accessibility statement annually. -Ensure PDFs uploaded are accessible. -Ensure alternative text is included for images.
September 2026	To ensure parents have access to relevant information in a timely manner	-To embed a systematic approach to contacting SENDCO 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.	-Staff will be confident to meet parents and discuss children with SEND. - Parents can access information from a staff member as soon as possible. - Parents are informed and have access to support available in the wider community.	SENDCO Class teachers Head teacher	

		-To develop effective signposting for parents to access support in the wider community through the website.			
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 regular coffee mornings for parents to attend - 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 - Accessible electronic versions of documents available on request. - Translation and interpretation services available where needed. - Use of plain English in parent communications. - Alternative formats available (large print, audio, coloured paper,	-At least one SEND coffee morning held each term, with attendance and parent feedback recorded and reviewed annually. - 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 Head teacher Governors	

		etc.).			

Monitoring and Review

The Governing Board, Headteacher and SENDCO will monitor implementation of this Accessibility Plan.
Progress towards identified actions will be reviewed annually and reported to governors.
The plan will be updated in response to changes in legislation, guidance, the school environment or the needs of pupils, staff and visitors.
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.