September 2026

Accessibility Plan

Sept 2026 – Sept 2029

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Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1. Accessibility at Red Oaks:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:
(a) He or she has a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Local Governing Committee. The review process can be delegated to a committee of the Local Governing Committee, an individual or the Head of School. At Red Oaks Primary School the plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan if changes are being implemented and/or there is a finance allocated and will be monitored by the Headteacher and evaluated by the Local Governing Committee (LGC). The current Plan will be appended to this document.

At Red Oaks Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1.1 The Red Oaks Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and Local Governing Committee (LGC) of the school. Other, outside agencies and specialists have also been

consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

1.2 The Accessibility Plan is structured to complement and support the Trust's Equality Objectives, and will similarly be published on the school website. We understand that the Trustboard will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

1.3 Red Oaks Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

1.4 The Red Oaks Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

1.5 The Red Oaks Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

1.6 Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

1.7 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour & Learning Charter
- Teaching & Learning Policy
- Equality Information and Objectives (Trust)
- Health & Safety Policy
- Equality Plan
- Safeguarding Policy
- School Brochure
- School Development Plan
- Special Educational Needs & Disabilities Policy
- Staff Handbook

1.8 The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Local Governing Committee. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

1.9 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all LAB members will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

1.10 The Accessibility Plan will be published on the school website.

1.11 The Accessibility Plan will be monitored through the Local Governing Committee.

1.12 The school will work in partnership with the Trust board in developing and implementing this Accessibility Plan.

1.13 The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of the home visit survey or upon entry to the School.

3.1 Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities Red Oaks Primary School present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; The main school building is all at ground level (including modular building). The shepherd's hut is accessed via steps but has a covered working space at ground level which can be accessed by all pupils which will ensure disabled pupils are not disadvantaged.

3.2 Curriculum

There are no areas of the curriculum to which disabled pupils do not have access. Some areas of the curriculum present particular challenges, for example: music or MfL for Deaf children or PE for pupils with a physical impairment. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten. The School seeks advise from a range of professionals and external agencies so that

disable pupils can access the curriculum. This may be with support, differentiation or specialist equipment. Children in the Special Resource Provisions have a curriculum that is broad and balanced and caters for their individual needs, with adapted and supported provision where appropriate.

3.3 **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. Information for deaf pupils and parents is given to interpreters in advance of lessons or events to fully prepare and adapt if necessary.

4. Access Audit

The school is a one storey building with wide corridors and several access points from outside. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitor includes disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. The School has PEEP Action Plans in place for those who require these and they are updated annually.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The LGC and Senior Leadership Team will work closely with the Local Authority and other advisors and professionals.

6. Accessibility Plan – Strategic Summary

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.
Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community of pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Parents and School Nurse, previous settings and professionals to review potential intake for Sept	To identify pupils who may need additional to or different from provision for Sept intakes. This will continue throughout the year for all new starters.	July each year for new Nursery intake	HT EYFS lead SENDCo	Procedures/equipment/ ideas set in place for Sept
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families. Engage parents with meetings where needed.	Ongoing throughout	SENDCO HT TAs Outside agencies School Nurse	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health and learning needs. E.g. Children with severe asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel. Annual training from School Nurse	Ongoing	HT TAs Outside Agencies School Nurse	Clear collaborative working approach
	To ensure full access to the curriculum for all Children	• Employment of specialist advisory teachers; CPD for staff and: • A curriculum with adaptations where necessary to meet the needs of all pupils • The use of small step progress personalised plans to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants where necessary • Multimedia activities to support most curriculum areas • Use of interactive equipment and resources • Specific equipment sourced from occupational therapy	Ongoing	Teachers SENDCO Ed Psych Speech & Language Hearing Support Team	Advice taken and strategies evident in

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment and progress of all pupils with SEND.	SENCO/CNP SLT/Class Teacher meetings/Pupil Progress Scrutiny of assessment data Regular liaison with parents Updated IEPs and EHCPs and Interventions (6 x annually)	3 x a year (Progress meetings) 6 x a year IEP updates	Class Teachers SENDCO CNP SLT	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	To monitor attainment and progress of all children, especially those who are disadvantaged	Provide targeted support, interventions and enrichment opportunities for disadvantaged pupils. Monitor the progress and attainment of disadvantaged pupils through pupil progress meetings and track outcomes as a key group on the school's data system. Subject leaders and class teachers to identify disadvantaged pupils and be able to articulate the provision, support and strategies in place to remove barriers to learning and improve outcomes.	Ongoing Annually	Teaching Assistants Class Teachers Phase Leaders SLT	Disadvantaged children make accelerated progress Achieving above the national average results for children in these groups
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Clicker training for all staff • Use of 'Widget' grids • Making adaptions to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people • Providing writing slopes and wobble cushions • Implementing strategies and resources to support neurodiversity • The list above is not exhaustive as many curriculum adaptions are implemented on a regular basis and may differ between year groups/age of child.	Ongoing	Whole School approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms Ensuring that the needs of all disabled pupils, parents and staff are represented within the school
LONG TERM	To evaluate and review the above short and long term targets annually	See above	Annually	SLT Core Curriculum Co-ordinators LAB	All children making good progress
	To deliver findings to the Local Governing Committee	Allow discussion in LGC meetings Issues raised to EPSC, FRAC and Exec Board when necessary	Annually Termly SEND LGC/SENDCO Meetings	SENDCO SLT / SEND LAB Member	LGC fully informed about SEND provision and progress

Aim 2: To improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of School environment	The school will take account the needs of pupils, staff and visitors with physical difficulties, neurodiversity and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	Ongoing	Headteacher CNP SLT	Enabling needs to be met where possible
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas whilst quieter, less stimulating spaces for neurodiverse children	Ongoing	Teaching and on-teaching staff	Lively and inviting environment maintained
	Ensuring all with a disability are able to be involved	• Create access plans for individual disabled children and link to EHCP provision • Undertake confidential survey of staff and LAB to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/careers' access needs and ensure they are met in all events	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible
	To ensure that the medical needs of all pupils are met fully within the capability of the school, including complying with Benedict's Law	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	With immediate effect, to be constantly reviewed	Headteacher Admin Team Occupational Health School Nurse Service CNP SLT Allergy Lead	
	Ensuring disabled parents have every opportunity to be involved	• Utilise disabled parking spaces for disabled to drop off and collect children • Ensure requirements for appropriate provision for SEND Transport can be met to enable a safe transition of pupils from transport PA to school staff • Arrange interpreters to communicate with deaf parents • Offer a telephone call to explain letters to home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect, to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

MEDIUM TERM	To improve community links	School to continue to have strong links with the wider community and invite positive role models to inspire and motivate disabled pupils e.g. -Assembly visitors -Motivational speakers -Parent visitors -Poets/ authors -Paralympians The above will be detailed and reviewed more explicitly in the Community Cohesion action plan	Ongoing	SLT All staff CNP SLT	Improved awareness of disabilities / the wide community and the world and their needs Improved community cohesion

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
LONG TERM	Continue to develop playgrounds and facilities	Look for funding opportunities. Consider adaptations for disabled pupils Consider adaptations and routines to ensure pupils within the CNP can have access to appropriate safe outdoor provision	Ongoing	Whole school approach	Inclusive child-friendly play areas
	To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety messages / newsletters /walk to school week Bikeability for Year 6 children Ensure routines, procedures and resources are in place for neurodiverse children who may not have an awareness of danger or understanding of safety procedures	Ongoing	H&S co Ordinator Pinnacle PSHE Co-ordinator SLT Bikeability Co-ordinator	No accidents
	To improve access to the school pond/ Forest area	Install a pathway from the field gate to the Forest School area to make disabled access easier Ensure routines, procedures and resources are in place for neurodiverse children who may not have an awareness of danger or understanding of safety procedures	Ongoing	Headteacher CNP SLT	Has path been installed?

Aim 3: To improve the delivery of information to disabled pupils and parents

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To communicate effectively with Deaf Parents	Regular communication with parents Interpreter provided for parents' eve / annual reviews and performances Recorded and signed (BSL) workshops, performances, parents evenings Use of mobile video messages from Teacher of the Deaf when needed	Ongoing	Class Teacher SLT SRP Managers	Two way communication in place
	To ensure all children have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for children with SEND and complex needs	Ongoing	All staff to be aware	All children able to access curriculum
	To enable improved access to written information for pupils, parents and visitors	• Staff training • Raising awareness of font size and page layouts will support pupils with visual impairments • Auditing the school library to ensure the availability of large font and easy read texts will improve access • Auditing signage around the school to ensure that accessible to all is a valuable exercise • Maintain Dyslexia friendly award and implement annual training • Accessible on-line learning materials e.g. sign interpreted and other adapted learning activities • Use of widgits and objects of reference to provide visual cues	Ongoing	CNP SLT Headteacher	All children able to access curriculum Are all parents communicating well with school staff?
MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children • Records passed up to each class teacher through transition meetings and folders • End of year class teacher meetings • Annual reviews • IEP meetings • Medical forms updated annually for all children • Personal Care plans • Significant health problems - chd's photos displayed on staffroom notice board / info kept in registers • Pen pictures of CNP children shared with mainstream staff	Annually	Class Teachers Outside Agencies SLT Office Staff	Each teacher / staff member aware of disabilities of children in their classes
LONG TERM	In school record system to be reviewed and improved where necessary Records on Arbor/CPOMS/Network – how do we hold and protect personal information	-Regular audits of systems and processes -Clear understanding of GDPR requirements	Continual review and improvement	Headteacher Office staff	Effective communication of information about disabilities throughout school. No data breaches