

# Redbridge Primary School

*Dream Big, Work Hard, Be Kind*



Date Approved  
21.03.24

**Accessibility Action Plan**

Next Review  
Spring 2026

## **Section 1: Vision statement**

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We believe our motto of 'Dream Big, Work Hard, Be kind' is embedded and applies to all children and adults in our school community.

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

At Redbridge Primary School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

### **Definition of disability under the Equality Act 2010**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **Development and Review**

- The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

## Section 2: Aims and objectives

Our aims are to:

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

The table below sets out how the school will achieve these aims.

| Aim                                                            | Current good practice                                                                                                                                                                                                                                                                                                                                                                        | Actions to be taken                                                                                                                                                                             | Person Responsible                               | Date to complete actions by |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>• Our school offers an adapted curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> </ul> | Ensure the effectiveness of the curriculum models. Continue to monitor the quality of plans to ensure they are accessible and represent all children in our school                              | Subject leaders                                  | Spring 2026                 |
| Improve and maintain access to the physical environment        | New building opened in September 2016 was specifically designed to meet the needs of all learners.                                                                                                                                                                                                                                                                                           | Ensure that the lift is regularly maintained in the 2 story building in order to continue to offer complete access to the upper floor of the building<br>Ensure corridors are free from clutter | HT, School Business Manager and Premises manager | Ongoing                     |
| Improve information delivery to pupils                         | Use of visuals, PECS, social stories where applicable<br>Introduce the program 'Widget'                                                                                                                                                                                                                                                                                                      | Ongoing training for PECS<br>Training for all staff in Widget<br>Ensure that all classrooms documents etc. include Widget symbols                                                               | SENCO                                            | Summer 2025                 |

|                                                                                                                                                                        |                                                        |                                                                                          |                               |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------|---------|
| Embed the use of school tracking systems to monitor the academic progress of children with disabilities to ensure they are making expected or above expected progress. | Assessment tracking with Otrack is becoming embedded   | Assessment coordinator and SENCO to meet termly                                          | K.Southall supported by SENCO | Ongoing |
| To ensure children with disabilities are represented in the School Council and Pupil Advocates.                                                                        | Children with needs are represented currently          | School Council Lead to ensure that Children with disabilities continue to be represented | G Bergmann                    | Ongoing |
| To ensure that all children with disabilities continue to have access to appropriate school trips.                                                                     | All children are expected to attend all school trips   | Continue to liaise with parents and find ways to support parents and children with trips | Deputy Headteacher            | Ongoing |
| To ensure the environment supports children additional needs including provision at lunchtime                                                                          | Extra support at lunchtime being used for three pupils | Continue to monitor situation and place extra support in place if needed                 | SENCO                         | Ongoing |

### **Section 3: Access audit**

| Feature                                 | Description                                                      | Action to be taken                               | Person responsible           | Date to complete action by |
|-----------------------------------------|------------------------------------------------------------------|--------------------------------------------------|------------------------------|----------------------------|
| 2 storey building access to upper floor | Stairs are kept clean tidy and free of obstructions at all times | Maintain and ensure access                       | Premises Manager/SBM         | Ongoing                    |
| Corridor access                         | Corridors are wide for wheelchairs and standing frames           | Ensure pupil equipment does not block corridor   | Premises Manager / all staff | Ongoing                    |
| Lifts                                   | Lift available in the new building                               | Review service annually                          | Premises Manager             | Ongoing                    |
| Parking bay                             | Disabled parking bay marked                                      | None required                                    | Premises Manager             | Ongoing                    |
| Toilets                                 | Disabled access toilets available with alarm                     | Ensure service every six months                  | Premises Manager             | Ongoing                    |
| Reception area                          | Accessible to wheelchair users                                   | None required                                    | Head Teacher/SBM             | Ongoing                    |
| Emergency escape routes                 | Fire evacuation plan in place                                    | Ensure regular testing of system and maintenance | Premises Manager /SBM        | Ongoing                    |