



Accessibility Plan

2024-2027

September 2026

Next review : September 2027

Mission Statement

At Red Lane we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Red Lane, our children BELIEVE, ACHIEVE and SUCCEED!

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The plan will be made available online on the school website, and paper copies are available upon request. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

At Red Lane, we endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

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.

This policy complies with our funding agreement and articles of association.

3. Links to other policies

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

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Business Continuity Plan
- Equality Scheme
- Fire Evacuation Plan
- Health & Safety Policy
- Invacuation Plan
- Special Educational Needs Policy
- SEN information report
- Supporting pupils with medical conditions policy

4. Current good practice

We communicate to parents and carers ask about any disability or health condition in early communications with new parents and carer. For parents and carers of children already at the school, in addition to our open door policy, we collect information on disability as part of a survey of parents' views, collection of information through the school office or as part of parent conferences.

Physical Environment

Specific children have specific equipment and setting arrangements which have been implemented throughout the year. These include reasonable adjustments such as key worker support at lunchtime and moving around the building at quieter times. Transition arrangements including personalised transition booklets take place in July in order to support pupils. Decisions about class locations are taken into account when planning where each class will move to.

Curriculum

Red Lane Primary School offers an accessible curriculum for children of all abilities and uses high quality adaptive teaching and specific resources to ensure certain pupils are able to access the curriculum fully. Targets for pupils are personalised, challenging but realistic in order to ensure all pupils are given opportunity to reach their full potential. Each class has access to a teaching assistant

who is able to provide additional support during teaching sessions either to an individual or to other groups of pupils in order that the teacher can target individual pupils freely.

Information

Different forms of communication are planned and are made available to enable all disabled pupils to express their views and to hear the views of others. These include visual timetables, symbols and pictorial transition booklets. As needs change or arise the presentation of information is reviewed and adapted where necessary.

5. Access Audit

The school is a split site of two buildings EYFS and KS1 in one building and KS2 in the other building. There is one flight of stairs in the KS1 building. The KS2 building is two storey with several access points from outside and 4 sets of stairs of differing lengths.

On-site car parking for staff and visitor includes a dedicated disabled parking bay which is alongside a walkway at the same level that leads to the main entrance. The majority of entrances to the school are either flat or ramped and all but one has wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available outside the Hall in the KS1 building.

The school has internal emergency signage and escape routes are clearly marked.

- Areas of considerations within the limitations of the buildings are:
- Keeping stairways clear of clutter to ensure safe exit
- Keeping corridors clear of clutter and tables to ensure safe exit
- Keeping doorways clear
- Moving class locations in order to facilitate access for pupils and/or staff

6. Management, coordination and implementation

The Head of School has responsibility for the implementation of the plan. The plan is reviewed annually and this is shared with the local governing board and trustees. Key personnel across school such as curriculum leaders and the SENCO are also responsible for aspects of implementation as delegated by the Head of School.

Where necessary, the school will consult with experts when new situations regarding pupils with disabilities are experienced which cannot be addressed by the systems, procedures and physicality that is already in place.

7. Action plan

The school action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The Action plan will show:

- allocation of responsibility
- allocation of resources
- indication of expected outcomes or performance criteria;
- timescales
- a specified date and process for review.

Objective 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 for pupils, and prospective pupils, with a disability.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure the smooth transition of any pupils entering school in EYFS or mid year.	To identify pupils with possible disabilities To make contact with previous settings To contact key agencies involved with pupils	Each June and July throughout the induction period and throughout year if need arises	EYFS lead SENCO	The environment and provision is prepared ahead of visits/ transition/ induction Pupils settle well into provision Parents feel happy and well supported Positive feedback from external agencies
	To ensure compliance with Equality Act 2010	To review all statutory policies to ensure that they reflect inclusive practice and procedure	September annually	Head of School All subject leaders	All policies clearly reflect inclusive practice and procedures Staff can articulate
	To plan provision for pupils with disabilities.	SENCO to coordinate provision for pupils including interventions and resources. Monitor class provision to ensure all requirements are met. To liaise with the agencies e.g. Health Team, parents, previous settings where necessary	Ongoing as necessary	SENCO	Pupils with disabilities make at least good progress based upon their personalised targets.
	To maintain close liaison with parents	Regular review meetings for learning needs (plans) in addition to parent conferences. Termly SEN/ disability drop in/ coffee morning session for parents to meet each other as well as discuss with the SENCO. Maintain open door policy of the school; welcoming parents to come into school to discuss concerns and share information. Introduce an SEN/ disability specific parent questionnaire.	Termly Termly Ongoing	SENCO All Teachers	Parent questionnaires reflect positive feedback about provision as well as support and relationships with parents.

	To maintain close liaison with outside agencies for pupil's on going health needs.	To ensure collaboration between all key personnel health team, specialist provision,		SENCO	All agencies working with pupils are clear on expectations and provision. Pupils make at least good progress as a result of collaborative working to support them.
	To continue to identify and assess pupils who present delayed development within the Early years.	Staff trained in building programmes for pupils with SLCN. Staff trained to use Elklan. Early identification and intervention of Early years pupils. Early referrals made. Assess all EYFS pupils in speech and language. Share any concerns about any learning delay with parents Welcomm and Nursery narrative embedded Provision of in school speech therapist 1.5 days per week	New staff to attend training. Baseline assessment Autumn term and then termly Immediately	HT, EYFS Lead and SENCO	Pupils with any delay to have their needs met by highly skilled staff using established programmes of intervention. Early referrals made and monitored. All concerns discussed with parents and progress reviews held regularly.
	To ensure full access to the curriculum for all children.	An accessible curriculum with key concepts highlighted to support SEND. A range of support staff including trained teaching assistants Multimedia activities to support all curriculum areas Use of interactive ICT equipment- e.g. laptops, IPADS, Specific equipment sourced as necessary e.g. IRLen overlays, occupation therapy resources.	Ongoing	Teachers SENCO Special school support Educational Psychology service	Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum.

MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils and those with disabilities	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards learning plan targets Provision mapping shows clear steps and progress made
	To monitor attainment of More Able, G & T pupils	Policy to be updated G&T groups/activities in enrichment and after school Monitor Able G&T list	Autumn term 2021 Termly	Able G&T co-ordinator Class teachers	Able G&T children making proportionate progress. Achieving above average results
	To promote the involvement of disabled pupils in classroom discussions/activities T	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) Wheelchair access Screen magnifier software for the visually impaired Features such as sticky keys and filter keys to aid disabled users in using a keyboard Elklan and Communication Friendly School training for all staff especially EY staff and staff where identified pupils are. Giving alternatives to enable disabled pupils to participate successfully in lessons within the mainstream school. Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.	Ongoing	Head of School to lead in conjunction with SENCO. 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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and medium term targets annually	See above	Annually	Head of School SLT Local Governors	All children making at least good progress.

	To deliver findings to the Local Governing Board and Trustees	Report to Local Governing Board and Trustees- share review of policy and any amendments to actions.	Annually Termly SEN Governor / SENCO meetings	Head of School	Governors fully informed about provision and progress for pupils with SEN and/or disabilities.
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Evaluation July 2025	
The school ensures that the environment and provision are carefully prepared in advance of visits, transitions, and inductions, enabling pupils to settle quickly and confidently. Parents feel well supported and consistently provide positive feedback, while external agencies report strong collaborative practice. Policies clearly reflect inclusive approaches, and staff are able to articulate these confidently, with evidence of strategies embedded in classroom practice. Early referrals are made, monitored, and reviewed in partnership with parents, ensuring concerns are addressed swiftly and effectively. All agencies working with pupils have a clear understanding of expectations and provision, which results in strong, collaborative support and improved outcomes. Inclusion was recognised as a strength of the Challenge Partners review.	
Evaluation July 2026	
All Years 2–6 pupils now have their own iPad, allowing accessibility features, including translation tools, text-to-speech, magnification and speech recognition, to be used consistently and independently. This has supported pupils with visual, physical or processing needs, as well as families with English as an additional language, to engage more fully with learning, boosting pupil confidence and independence while reducing reliance on adult support. Targeted staff training, including specific training on Autism Spectrum Disorder (ASD), has strengthened staff understanding of sensory, communication and behavioural needs. This has increased confidence in adapting practice and environments to better support the school's most vulnerable pupils. Pupils with SEND continue to access regular small group work and targeted interventions alongside quality-first classroom teaching, enabling timely, personalised support for gaps in learning, communication needs, and social and emotional needs — contributing to good progress against individual targets. The use of in-house alternative provision for pupils with social, emotional and mental health (SEMH) needs has had significant impact, allowing pupils to maintain peer and staff relationships, reducing reliance on external placements, and improving engagement, regulation and attendance.	
Evaluation July 2027	

Objective 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.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To be aware of the access needs of disabled children, staff, governors and parents/ carers	Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process Ensure staff and governors can access areas of school used for meetings Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired As required Check if any children have a visual impairment	As required	Head of School Teaching and non-teaching staff	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school o PEEPs are prepared and reviewed as individual needs change Maintain safety for visually impaired people .
	Maintain safety for visually impaired people	Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate	With immediate effect, to be constantly reviewed	Head of School SENCO Site staff	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.

	Ensuring disabled parents have every opportunity to be involved	Creating a parking space for disabled to drop off & collect children offer a telephone call to explain letters 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 With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	Accessible car parking	Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building	Ongoing	Head of School	There is a place for disabled members of staff and visitors to park throughout the school day
MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Review physical environment of school environment	Reorganisation / Refurbishment of school /Utilisation of rooms. The school will take account the needs of pupils, staff and visitors with physical difficulties 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	Head of School	Pupils can access learning areas safely and easily. Environments contain the necessary furniture and equipment to support identified individuals.

LO	Targets	Strategies	Timescale	Responsibilities	Success Criteria
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	Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear Review based upon new needs identified e.g. new pupils or staff	With immediate effect to be constantly reviewed	Head of School	All disabled personnel and pupils have safe exits from school.
	To ensure driveway, roads, paths around school are as safe as possible.	Daily, weekly and monthly checks carried out by the site team for example inspection of paved areas. Communication with parents via safety messages /letters/phone calls/ Facebook	As part of Health and Safety action plan and timetable	Site Manager Office staff	All Health and Safety protocols are met. There are no accidents relating to the physical environment.

Evaluation July 2025

SEND objectives are securely in place for disabled pupils, and all staff are fully aware of individual needs, ensuring provision is tailored and consistent. Staff are confident that the physical environment supports access and participation, with systems in place to continuously monitor and respond to any new or emerging needs. Parents have full access to all areas of the school, and PEEPs are prepared, reviewed, and updated as individual circumstances change. Safety for visually impaired pupils and visitors is maintained through clear adaptations, such as yellow edging, which are regularly monitored throughout the school year. In addition, a designated parking space is available at all times for disabled members of staff and visitors, ensuring equitable access to the school site.

Evaluation July 2026

SEND objectives are firmly embedded for disabled pupils, with all staff fully aware of individual needs so that provision remains tailored and consistent. Staff feel confident that the physical environment supports access and participation, with clear systems in place to continuously monitor and respond to new or emerging needs as they arise. Parents have full access to all areas of the school, and Personal Emergency Evacuation Plans (PEEPs) are prepared, reviewed and updated whenever individual circumstances change.

The safety of visually impaired pupils and visitors is maintained through clear, practical adaptations, such as yellow edging on steps and hazards, which are checked and monitored regularly throughout the school year. A designated parking space is also available at all times for disabled members of staff and visitors, ensuring equitable access to the school site for the whole school community. Environments are equipped with the necessary furniture and equipment to support identified individuals, ensuring learning spaces remain safe, accessible and responsive to need.

Evaluation July 2027

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

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure pupils with hearing impairment or hearing loss have access to all areas of the curriculum and are safe at all times	Individuals to be positioned close to teacher/ teaching assistant Seek advice from Health team and/or sensory support service Personal emergency evacuation plans in place as necessary.	Ongoing As required September 2018 and updated annually or as necessary.	SENCO	Pupils are able to take part in learning sessions. Pupils are safe.
	To ensure all children with ASD have access to the curriculum	Regular parental communication Staff training in ASD Individualised multi-sensory teaching strategies used for ASD children. Now and next/ visual timetables used to support pupils. Individual work packs and/ or work stations to support individuals. Regular advice from agencies such as educational psychologist and Ladywood Outreach Service. Development of ASD parent network	Ongoing As required Ongoing Ongoing As required As required September 2024	SENCO Class teachers	Pupils with ASD are integrated into learning sessions and have resources to support their needs.

	To enable improved access to written information for pupils, parents and visitors.	- Investigate symbol software to support learners with reading difficulties. - 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 is accessible to all is a valuable exercise. - Dyslexia friendly paper used throughout school	Ongoing		All pupils, parents and visitors to be able to access information.
MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To continually review children's records and update information ensuring school's awareness of any disabilities	Information collected about new children. - Records passed up to each class teacher. - End of year class teacher meetings - Annual reviews - Learning Plan meetings - Medical forms updated annually for all children - Personal health plans - Significant health problems –children's photos displayed on staffroom notice board /Kitchen/ info kept in separate file in staffroom.	Annually	Class teachers TAs Outside agencies SLT Office staff	Each teacher/staff member aware of disabilities of children in their classes
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary and light of GDPR. (Records on Sims/ network/ protected	Record keeping system to be reviewed.	Continual review and improvement	Head of School Senior Administrator Office	Effective communication of information about disabilities throughout school.

Evaluation July 2025

The school ensures that all pupils, including those with disabilities, are able to take part fully in learning sessions, supported by appropriate resources and adaptations. Pupils are kept safe, and those with specific needs, such as ASD, are integrated successfully into classroom learning with strategies and resources tailored to support their access and participation. Staff are well informed about the individual disabilities of pupils in their classes, enabling them to adapt teaching and communication effectively. The school has moved to include more dual coding and symbols as well as widget symbols to support communication and act as communication prompts. As a result, SEND pupils and their families feel supported, included, and able to access both learning and wider school experiences without disadvantage.

Evaluation July 2026

The school ensures that all pupils, including those with disabilities, are able to take part fully in learning sessions, supported by appropriate resources and adaptations. Pupils are kept safe, and those with specific needs, such as ASD, are integrated successfully into classroom learning with strategies and resources tailored to support their access and participation.

Staff have accessed ASD training and WIDGIT training, strengthening their understanding of individual needs and equipping them to use symbol-based communication tools effectively. As a result, staff are well informed about the individual disabilities of pupils in their classes, enabling them to adapt teaching and communication effectively. The school has moved to include more dual coding and symbols, as well as Widgit symbols, to support communication and act as communication prompts across the curriculum. As a result, SEND pupils and their families feel supported, included, and able to access both learning and wider school experiences without disadvantage.

Evaluation July 2027