



Accessibility Plan

River Bank Primary School

2025

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010.

The Governing Body are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

At River Bank Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes gender reassignment (also known as transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age;
- or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs and Disability Policy and SEND Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and ensures equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision. This plan outlines how River Bank Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

Signed: 

Adopted: November 2025

Review Date: November 2028

Access to Curriculum – Action Plan

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria	Complete
Access to learning/in class provision.	<ul style="list-style-type: none"> Review SEND pupil's access to curriculum within class sessions. Observations to be carried out within classrooms to ensure that all pupils can access sessions and have access to equipment and adapted/differentiated resources (TEACCH, colourful semantics, Blanks Questions, Widget online word banks, sentence starters, substitution grids, writing slopes etc) where required. Ongoing monitoring from SENCO/SLT drop ins (at least half termly). Liaise with external professionals (ASD team, Ed Psychologist, SENs team) to incorporate suggested strategies and support within classrooms and around school for children who require specific equipment and adaptations as and when required. Adopt IT accessibility settings to support all learners 	SENDCOs (JV & MT) / SEND team (NS), SLT	On-going	All pupils have access to a broad and balanced curriculum	

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria	Complete
Training for staff on adapting the curriculum for all learners	<ul style="list-style-type: none"> Regular planned half-termly training sessions/briefings for all teachers and TAs on increasing access for all pupils including appropriate adaptation of the curriculum Training from outside professionals for TAs (De-escalation, ASD, S&L, CAMHs) TA SEND training sessions (termly) Relevant resources purchased and produced and in use (as suggested by outside professionals above) 	SENDCOs AH (Deputy Head)	Half-termly TA/staff training, briefings On-going	All teachers know how to appropriately adapt the curriculum for all abilities	Training for staff on adapting the curriculum for all learners.
Training for all staff on making the school environment 'inclusive by design' so that fewer learners experience dysregulation and to reduce instances where children require the support of an adult or an alternative provision to help regulate themselves.	<ul style="list-style-type: none"> Sensory processing training for all staff Set up a quiet space in classrooms/corridors where children can choose to use when they identify that they need it Allow any learner to wear ear defenders or ear loops Set up a quiet area for children to eat their lunch and offer quiet rooms/zones to anyone who wants them to use them at break and/or lunchtime. Incorporate regular movement opportunities into lessons Enable all learners to move/and or engage in proprioceptive activity (such as resistance bands 	SENDCOs (JV & MT) / SEND team (NS), SLT	Half-termly TA/staff training, briefings On-going	All teachers know how to appropriately support pupils with sensory processing difficulties in their classrooms All staff will be able to look for and respond to early signs that a pupil is becoming dysregulated or overwhelmed.	Yes

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria	Complete
	<ul style="list-style-type: none"> on chairs, (standing desks) adjustable lap top trays, fidget tools) • Training for staff in accessibility settings available in Microsoft 365 and Google interfaces (including visual settings; captions/subtitles and translation) • TA SEND training sessions (termly) • Relevant resources purchased and produced and in use (as suggested by outside professionals above) 				
Develop pupils' understanding of disability	<ul style="list-style-type: none"> • Include positive portrayals of disabled people throughout the curriculum where appropriate, avoiding stereotypes. • Provide opportunities to partake in disability sport in PE lessons and competitively. • Invite role-models into the school to talk to children. 	<p>All teachers</p> <p>PE leader</p> <p>PSHE Leader</p>	Ongoing	Pupils provide a supportive environment in which disabled pupils are accepted and respected.	
Staff trained to meet individual medical needs of pupils where applicable	<ul style="list-style-type: none"> • Up to date training from outside professionals as and when required and when new care plans have been issued. 	<p>LB – Office Manager</p> <p>AC – medical assistant</p> <p>JV & MT – SENCOs</p>	On-going	Staff completed training for specific needs and able to support these pupils whilst in school.	Ongoing

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria	Complete
				Raised confidence of support staff	

Access to the Physical Environment – Action plan

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria	Complete
To be aware of the access needs of disabled children, staff, governors and parents/carers	<ul style="list-style-type: none"> • Ensure the school staff and governors are aware of access issues (access to and access from) to and from the school site • Create access plans for individual disabled children as part of the SEND process • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • Ensure all pupils/staff with physical disabilities can be safely evacuated from the school building in event of an emergency (ensure all staff are aware of their responsibilities) 	All staff	On-going	The environment is adapted to the needs of pupils using wheelchairs	

	<ul style="list-style-type: none"> • Widgit online resources around school to aid children's understanding and visual recognition. 				
Maintain safe access around the exterior of the school	<ul style="list-style-type: none"> • Ensure that pathways are kept clear of vegetation (outside) 	Site Team Operations Manager Head teacher	Ongoing	All pupils and parents/carers can move around the school exterior safely	
All classrooms are accessible to all learners	<ul style="list-style-type: none"> • Classrooms are organised and resourced to promote participation and independence where possible • Ensure classrooms are uncluttered and tidy 	Class teachers SENDCO	Ongoing	Classrooms provide optimum access for pupils where possible, e.g. appropriate height tables, writing slopes, special chairs, hoist etc	
Create accessible areas which promote wellbeing and positive mental health.	<ul style="list-style-type: none"> • Continue to fund raise to plan, build and furnish a wellbeing pod in order to have a dedicated space to support pupils' emotional wellbeing and positive mental health. 	Build cost (15,000) Landscaping (£1000?)	Dec 2026	The wellbeing pod will be a dedicated room used by various practitioners to support pupils' wellbeing and mental health	

				allowing pupils to thrive at school. The landscaped area will provide a calm and relaxing space for children to engage in activities such as gardening.	
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Access to Information – action plan

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria	Complete
Make information available to pupils and parents in alternative formats when required	<p>Understand the needs of pupils and ensure information is available in relevant formats</p> <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations (widget online resources) • Text colour and background colours (not white) • Dyslexic Friendly typefaces (comic Sans) 	<p>SENDCO Safeguarding Team Teachers/TAs Office Staff</p>	On going	All pupils and parents have access to information and learning resources	

	<ul style="list-style-type: none"> Information available in alternative languages (Google translate options) <p>Develop a child friendly area on website where pupils are able to access safeguarding and wellbeing information and learning materials.</p> <p>Offer alternative formats to parents (Google translate options)</p> <ul style="list-style-type: none"> Monthly newsletter emailed to parents/carers Key content published on school website 				
Communication with Parents	<ul style="list-style-type: none"> Ensure parents have access to our SEND provision (SEND policy and Information report) and Local offer link on the school website Ensure parents can meet and contact the SENCO. Set up a working party of SEND parents including the SEND Governor (to support production and updates of the SEN information report etc) 	SENDCO	On going	Parent/Carer school communicate is strong	
Pupil Voice	<ul style="list-style-type: none"> Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed. There will be at least one pupil with SEND who will be on the School council. 	PSHE Leader Head teacher SENDCO	On going	Pupil voice is heard and acted upon.	