



Red Rose Primary School

Accessibility Policy & Action Plan

Approved by:	A Brinton - Headteacher H Goulty-Brown - Chair of Governors
Last reviewed:	Spring 2025
Next review due by:	Spring 2026

1. Aims

Schools are required under the Equality Act 2010 to have an Accessibility Action Plan. The purpose of the Action Plan is to:

- Improve 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.
- Increase access to the **curriculum** for children/students with a disability, expanding the curriculum as necessary to ensure that children/students with a disability are as, equally, prepared for life as are the able-bodied children/students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these children/students in accessing the curriculum.
- Improve the delivery of **written information** to children/students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats, such as a larger font, braille, within a reasonable timeframe.

Attached is an Action Plan relating to these key aspects of accessibility. Our school aims to treat all its pupils fairly and with respect. This involves providing physical access and curriculum opportunities for all pupils without discrimination of any kind. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

At Red Rose Primary School, we are committed to working together to provide an exciting learning environment where all children can develop an enthusiasm for lifelong learning. We believe our children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the local community. This involves providing an environment which enables full access for all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

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.

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

The Action Plan will be made available online on the school website, and paper copies are available upon request.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

Red Rose is a single-storey building but operates at various levels based on our location. The hall is accessible by all and a stair lift has been installed.

Doors are automated throughout the school. The main door to our school enables parents and visitors access to the waiting areas in which office staff can address various queries. The main reception features a secure lobby with a low reception hatch. All staff can access the school building using their ID passes and via the staff entrance. Their attendance is recorded via their ID cards. On site car parking for staff is available.

Physical Access

	Accessibility issues	How do we address it?	Further Actions and Information:
1	Are we convenient for public transport?	We are very fortunate in that the local bus stop is very close to the school. However, our catchment area is widespread and this results in more children being brought into school via cars.	Continue to focus on safer routes to school.
2	Is the route free of kerbs?	Access to the school is difficult, particularly during bad weather. The roads adjacent to the school are never gritted by the LEA and this creates huge problems during these periods of bad weather. Salt bins have been installed	

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		outside the main school gate for residents to access. The streets are very narrow.	
3	Is the route free from hazards?	Access to the building is really difficult as we have 295 pupils (Oct 2025) plus parents accessing Red Rose. The streets leading to the school are narrow. We have tried to address School Travel Plans but parents want quick access to the school so working parents can drop off children and continue on to work.	Continue to encourage parents to walk to school.
4	Is there a designated area for coaches/minibuses to load and unload?	Coaches and minibuses gain access to Red Rose by parking outside the car park and waiting in front of the school.	Due to the size and capacity of our car park and the size of gate opening, it is impossible to allow coaches into the car park.
5	Do we have designated car parking spaces for people with disabilities?	The car park is presently overused, but the headteacher or members of staff are willing to move their car for the visitor with disabilities as and when needed.	For the future it may be possible to investigate installing a parking space for this particular purpose.
6	Are routes from the car park area to the buildings unobstructed and accessible?	There is a clear route leading to access to the car park and entrance.	New signs were installed in 2019. The signage clearly indicates the car park and the entrances to the school.
7	Is the route clearly marked and found?	The route to the car park is clearly marked. In addition, the car park clearly states it is for staff only.	Same as above.
8	Is the route level?	The access route to the car park is not level and slopes into school. However, it is well maintained.	Monitor this area. Investigate the cost of replacing the brick pillars leading into the school. Reducing the pillars in size and install a new gate. The aim is to increase the gate entrance.
9	Is the route free of hazards such as building features/litter bins?	Access to the school via the main entrance is not blocked with hazards and there are two gates which lead to the school entrance. A ramp was installed several years ago which assists baby pushchairs and wheelchairs. A third gate was installed at the bottom of the field and this is used at the beginning and end of the day by pupils and parents.	No action needed at this point.

		Wheelchairs and pushchairs can also access this route.	
10	Is the route wide enough and is the gradient suitable?	The ramp is wide enough and the gradient is correct. This work was completed by Service Direct – County Hall.	Review which support we can offer parents and how we can share this information.
11	Are suitable and adequate handrails provided to both sides, including tapping rails?	The ramp and entrance have appropriate handrails and the car park designated by a metal fence – brightly coloured.	To extend our yard space a further fence and gate has been installed.
12	Are nosing readily identifiable and unlikely to create trip hazards?	Nosings need re-painting annually	To re-paint nosing annually.
13	Are visual and tactile warning signs provided at the top and bottom of the steps?	There are no current warning signs at the entrance to the school.	To install warning signs at the gates. (Top and bottom)
14	Do entry phones and security systems allow use by people with sensory or mobility impairment?	Investigate this area. The main entrance has an intercom system that can be used by visitors when the school office is unmanned. Plus, we have 2 screens – one in the office and one in the staff room which monitor the access to the reception area.	Monitor.
15	Is there a reception area?	Yes, we do have a reception area. There is adequate turning space for pushchairs and wheelchairs.	Monitor this area.
16	Are tactile signs available for people with impaired vision?	There are currently no tactile signs.	Consider this option for school and provide as and when necessary.
17	Are junctions between floor surfaces formed to prevent tripping hazards or visual confusion due to bold colours? Do inner doors meet disabled access criteria?	Junctions between floor surfaces are clearly marked via bold colours and appropriate flooring. All new doors installed in school comply with disabled access criteria.	There is no current identifiable need at this moment. There is no identifiable need but review and comply as need arises.
18	Are floor surfaces slip resistant?	All floors are slip resistant throughout school.	There is no identifiable need but review and comply as need arises.

19	Are floor surfaces firm for wheelchair manoeuvre?	The floor surfaces are firm and can easily take on wheelchair manoeuvres.	There is no identifiable need but review and comply as need arises.
20	Are signs provided and positioned to inform all people?	Tactile signs are not provided to assist disabled people. However this can be investigated when need arises.	To investigate the costing of tactile signs when the need arises. Monitor this area.
21	Are seating arrangements/spaces suitable for use by people with disabilities?	We have a variety of chairs around school. Tables and chairs can be moved to assist any disabled person. Staff should work with the disabled person to establish which seating arrangement best suits their needs.	There is no identifiable need but review and comply as need arises.
22.	Are all areas in assembly equipped with an induction loop?	A portable induction loop can be investigated and installed if required.	There is no identifiable need but review and comply as need arises.
23.	Are fixtures and fittings within easy reach?	Shelves can be adjusted if required, but all equipment is purchased with the mindset of being specific for a purpose.	There is no identifiable need but review and comply as need arises.
24	Are outlets, switches and controls easily reached?	Generally, all switches are within reach. When we are re-wired in the future it will be possible to review the location of various switches to ensure they are fit for purpose. Replace switches from the infant classrooms.	Investigate the cost of replacing the switches in the infant corridor.
25.	Is the WC door easily negotiated?	All WC doors are fit for purpose, but we are investigating the extension classroom as their toilet doors are difficult for the children to operate.	Adjusted 2018.
26.	Can ambulant disabled people manoeuvre and rise and lower themselves in a standard WC?	This is not a problem as it can be accessed successfully.	Monitor.
27.	Is the kitchen provided with fittings suitable for use by people with disabilities?	All units are suitable for use by people with disabilities. However, we can make further adjustments to the units when required.	There is no current identifiable need but review and comply as the need arises.
28.	Are work surfaces adequate?	Work surfaces are adequate but further adjustments may have to be implemented in relation to wheelchair access.	There is no current identifiable need but review and comply as the need arises.

29.	Are outlets, switches and controls easily reached in the kitchen?	Outlets, switches and controls can be easily accessed; however, for wheelchair users this may be an issue and further adjustments may be required. The kitchen was upgraded several years ago and this has greatly enhanced the building and the kitchen/cooking facilities.	Adjustments may have to be made when required.
30.	Is the audible alarm supplemented by a visual system?	The alarm system is both audible and visual. The new extension has required further adaptations as staff could not hear the alarm in their classrooms. We also use the school alarm to indicate various time periods throughout the day.	
31.	Are the ground floor exit routes as accessible as entrance routes?	Access to the kitchen can be gained via the kitchen door and deliveries are handed over at this point. We do have several steps in the kitchen which can cause us issues. The caretaker, Mr Laidler, always supervises deliveries and all deliveries are made before the school working hours. The regular companies we use have Mr Laidler's mobile number and they contact him on arrival.	Systems are in place and this works well for us as a school.
32.	If people with disabilities cannot completely evacuate the building, can they reach places of safety or refuge and are there signs designating?	A full fire risk assessment has been completed and this includes the new extension. All doors will be opened once the alarm is sounded enabling access via a variety of routes. All staff and pupils will be able to access routes and locate a safe place. Fire assembly points are located on the yard and regular fire drills take place. Fire drills are recorded on the HT admin computer.	There are currently no issues with this aspect of the accessibility plan.
33.	Is there a personal egress plan in place for any member of staff who may require assistance?	Risk assessments are carried out to support staff and pupils. We seek advice from Durham County Health and Safety Department.	In hand, but this has to be adjusted regularly.
34.	Is the fire exit signage and signs to places of safety within the building adequate?	Our fire signage is up-to-date. Extinguishers are serviced via a service level agreement. This is completed annually. A full assessment of our fire procedures was assessed via county. Additionally, a recent	Monitored regularly.

		Health and Safety Audit did not highlight any issues in relation to fire safety procedures.	
Access to the Curriculum			
35.	Do we ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?	Our key members of staff have been trained in specific areas: - Connecting with Children - Zones of Regulation - Team Teach Approach - listening to children - Restorative Training - Smart Targets - Sensory classroom – OT input	We organise training to ensure we meet the needs of the children. Work is differentiated. Work is tailored to the needs of the individual.
36.	Are classrooms organised for disabled pupils?	Lack of space is the issue for Red Rose; therefore, advice from specialists may be required.	Seek advice.
37.	Do lessons provide opportunities for all pupils to achieve?	Lessons are engaging, differentiated and thoroughly planned. Lessons are tailored to the needs of the child. Lessons are planned and may include one to one intervention, group work or whole class work. A variety of interventions are implemented throughout the school. Staff reflect and make appropriate adaptations.	Senior managers and Governors should continue to monitor this provision.
38.	Are all pupils encouraged to take part in music, drama and physical activities?	All children have equal access to all areas of the curriculum. Staff are more than willing to make adaptations and to give additional time to support these events.	Be positive and monitor.
39.	Do staff recognise and allow for the considerable effort expended by some pupils with disabilities to access the curriculum?	We place a great focus on effort and recognise it through the following formats: Stars in the Rocket Bronze, Silver and Gold Awards Golden table Headteacher stickers Deputy Headteacher Stickers Staff stickers Lunchtime supervisor stickers	These are the rewards that are handed out during the celebration assembly every Friday.

40.	Have we considered the impact of the timetable on pupils with disabilities?	As a school we strive to be fully inclusive so adjustments to timetables are part of everyday practice. In addition, pupils can have additional time in their Key Stage 2 SATs. Extra time is allowed in class assessments as well as providing adult support.	Continue to refine and reflect on this practice.
41.	Do staff recognise and allow additional time required by some pupils with disabilities to use practical work?	Staff go above and beyond what is expected of them and implement adjustments effectively.	Continue to refine and reflect on our practice.
42.	Is provision made for pupils with disabilities who cannot engage in particular events?	Adjustments are made and reflected on. Red Rose always looks and reviews how we can accommodate all children to engage with all school events.	Encourage staff to have flexibility in how they teach across the week, month and year.
43.	Do we provide a range of I.T. access aids and adaptations?	We work closely with Durham I.T. service via a service level agreement. Additionally, we consult with our SEN team. Advice can be accessed enabling us to purchase the appropriate equipment and software.	Encourage staff to have the flexibility in how they teach. Review how all pupils access the curriculum.
44.	Do pupils have access to the wider curriculum activities?	All pupils have access to activities and we offer a range of clubs which we would like to enhance further.	Continue to develop our after-school provision.
45.	Are there high expectations of pupils?	Work is differentiated. Groupings planned for. Intervention in place and impact monitored. Termly assessments are implemented.	Monitor attainment at all times.
46.	Do you provide information in simple language, symbols, large print on audiotape or in Braille for pupils and prospective pupils who have difficulty with standard forms of printed information?	Large print materials can be provided for children who are visually impaired. We can also access support and advice from the advisory team in relation to accessibility. Toileting plans can be constructed, designed and implemented via the support provided by Gurby Sandhu.	At all times the Headteacher, Deputy Headteacher and SENDCos should ensure they access appropriate advice.

4. Monitoring arrangements

The Action Plan will be reviewed and adjusted in the Spring Term on an annual basis. New Plans will be drawn up every three years. We acknowledge that there is a need for ongoing

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awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Action Plan for physical accessibility relates to the Access Audit of Red Rose Primary School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan, and therefore some items will roll forward into subsequent Accessibility Plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Accessibility Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on 'having regard to matters relating to Access'.

The School Brochure will make reference to this Accessibility Plan.

Our school's Complaints Policy covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The Accessibility Policy and associated Action Plan will be approved by the Finance & Premises Committee and the Curriculum & Standards Committee of the governing body.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents.

OfSTED, as part of their inspection cycle, will monitor the Accessibility Plan.

5. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy