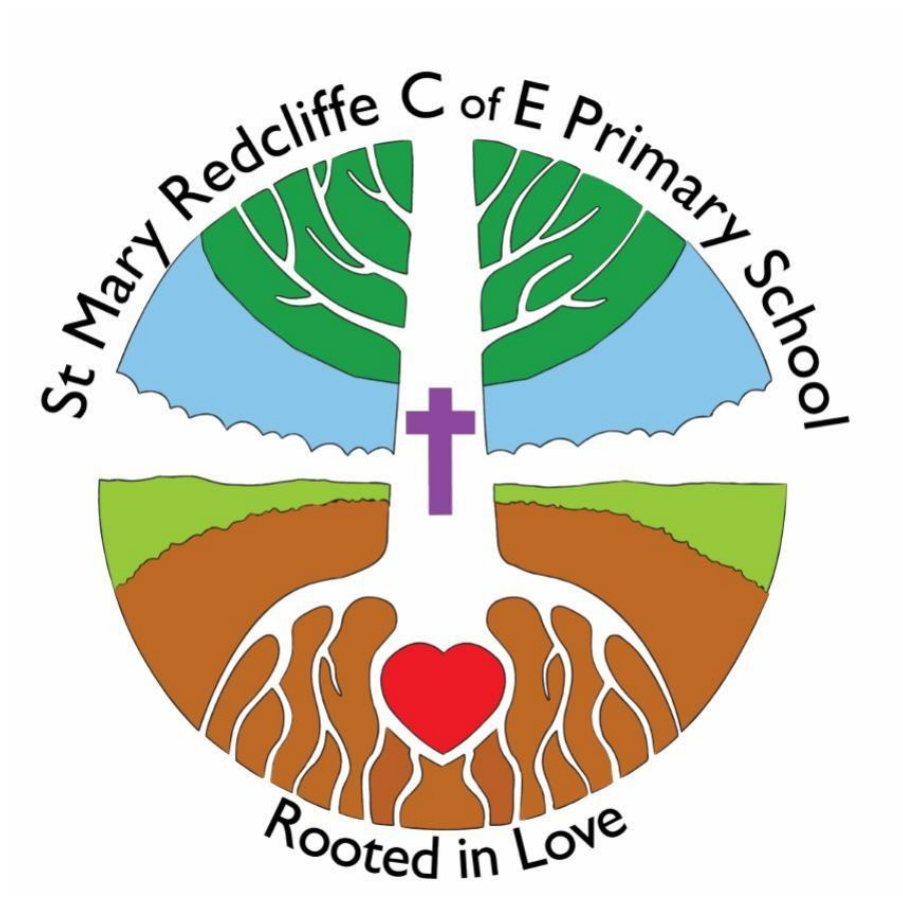


Accessibility plan

St Mary Redcliffe Primary School



Approved by:	Local Board	Date:
Last reviewed on:	28/9/25	
Next review due by:	01/9/28	

School's Commitment to disability equality

The Equality Act 2010 identifies 'discrimination arising from a disability' and this means that a disabled person has been treated less favourably because of something connected with their disability. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Through making 'reasonable adjustments' we aim to ensure that a disabled individual has the same access to everything that is involved in school life as a nondisabled individual, as far as is reasonable. Our Accessibility Plan 2025-2028 outlines how we intend to make reasonable adjustments to improve access to the curriculum, information and the physical environment.

Our School's Aims

Our vision statement is '*Rooted in Love*'

Psalm 1:3 (Good News Bible) 'They are like trees that grow beside a stream, they flourish in everything they do.'

We aim to ensure that every child progresses through St Mary Redcliffe Primary excited about learning and able to fulfil their potential and are therefore committed to equal opportunities and inclusion. At St Mary Redcliffe Primary School, we adopt a nurture approach, this approach recognises that positive relationships are central to both learning and wellbeing.

The nurture approach also underpins our behaviour policy where our school rules are safe, mindful and ready. St Mary Redcliffe Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We want our children to understand and live out our 6 core values (hope, empathy, aspiration, respect, thankfulness and selflessness) to enable them to live harmoniously within our diverse and multi-cultural world.

This policy should also be read in conjunction to the school's SEND policy, the schools' Local Offer SEND report, school's Behaviour Policy.

Accessibility Plan 2025-2028

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

1. Increasing the extent to which disabled pupils can participate in the school's curriculum.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short term	The Behaviour Policy supports all children to learn at school.	Review of the Behaviour Policy Training for staff	All children are able to successfully access the curriculum.	Sep 25 onwards	
Medium term	Enable staff and children to understand the 6 principles of Nurture and embed these within school culture and curriculum.	Complete Nurture UK Training Assemblies about principles of Nurture. Staff CPD sessions	All children with SEMH needs will feel supported by staff. Consistent approach to behaviour and children SEMH needs.	Sep 25 onwards	

2. Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short term	Calming spaces for children with social emotional needs is established in school.	CPD for staff –linked to ACES, Nurture Training Creation of spaces around the school for 'safe spaces' or areas children can go to 'refocus'	Children with social emotional mental health issues able to calm/ re focus quickly and rejoin class.	Sep 25 onwards	
Medium term	Appropriate use of specialised equipment to benefit individual pupils and staff	Coloured overlays for pupils with visual difficulty. Range of specialist equipment and resources in place for	Children with physical needs have the correct equipment to enable them to access school.	Sep 25 onwards	

		pupils with physical needs. Advice from OT embedded in inclusive classroom practice. Specially shaped pencils and pens for pupils with grip difficulty. Writing slopes , pencil grips			
--	--	---	--	--	--

