



St Mary Redcliffe
and Temple School

School Accessibility Plan 2026-29

DRAFT

Approved by	To be approved by FGB	Date March 2026
Last reviewed	March 2026	
Next review due	March 2027	

Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Actions and Updates
1	Improve signage and external access for visually impaired people	Continue to seek advice on appropriate colours/styles for signs. External stairs nosing to be differentiated by colour	On-going	Premises Manager	Access around the site easier for all	
2	Repaint legacy classrooms, circulation space and public areas in colours with suitable contrasting woodwork	Include in rolling programme of Repairs and Maintenance throughout the school	Rolling programme of refurbishment	Premises Manager	Buildings accessible for visually impaired people	
3	Improvements to surface of visitor car park, to support movement of people with physical disabilities and mobility needs	Potholes to be resurfaced	On-going	Premises Manager	Access enabled Movement is safe and smooth	Apply for funding
4	Disabled student/staff to carry out a walk-through of the site to identify areas of poor accessibility	Written summary to be available for scrutiny and to inform Accessibility Plan	Completed	Premises Manager SENDCo	Accessibility Plan will be current, accurate and relevant	Additional site-walk to be arranged in 2026, with Premises Manager and SEND staff

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Actions and Updates
1	<p>Ensure LSAs have access to specific training on disability issues when appropriate</p> <p>Regularly assessed through Performance Management reviews and through identified needs of individual students</p>	a) SEN faculty meets regularly together for regular training sessions	On-going	SENDCo Deputy Headteacher (Pastoral, Inclusion, and Ethos)	Raised confidence of LSAs as above	
		b) Annually reviewed and recorded in Pupil Passports and on individual timetable	On-going	SENDCo Deputy Head (Pastoral, Inclusion, and Ethos)		
		c) Student passports for high need / vulnerable students distributed to all staff and shared	On-going	SENDCo		
2	<p>Ensure all staff are aware of, and able to use, SEN software and resources -identify according to need</p>	a) Adaptation part of CPD programme for teaching staff	On-going	Assistant Head (Teaching, Learning, Assessment, and Staff Development) SENDCo	Wider use of SEND resources in mainstream classes	
		b) SEN faculty accesses regular training and development opportunities including INSET, and external / off-site CPD	On-going	SENDCo		

3	Ensure all school trips and camps are accessible to all	Provide guidance to staff and parents/carers on making trips accessible	On-going	Educational Visits Coordinator SENDCo Additional risk assessments will be completed on a need basis	All children in school able to access all school trips and take part in range of activities	
4	Review PE Curriculum to make PE accessible to all	a) Utilise SEN staff to assist students with severe physical co-ordination difficulties	On-going	Head of PE SENDCo	All children able to access PE and disabled children more able to excel in sports	
		b) Lunchtime club for non-swimmers	On-going	Head of PE		
6	Review all curriculum areas to include disability issues	Include specific reference to disability equality in all curriculum reviews e.g. use of images of disabled people in materials used by teachers/students	On-going	Deputy Head (Curriculum, Standards and Outcomes) Deputy Head (Pastoral, Inclusion, and Ethos) SENDCo	Gradual introduction of disability issues into all curriculum areas	
7	Continued work to ensure a consistent approach to adaptation	a) Adaptation now part of CPD programme for teaching staff in some faculty areas. to highlight and share best practice	On-going	Assistant Head (Teaching, Learning, Assessment, and Staff Development) SENDCo	All staff confident and consistent in range of differentiation strategies and use of alternative recording	
		b) Strategies from pupil passports consistently applied	On-going	SENCo		

				Deputy Head (Pastoral, Inclusion, and Ethos)		
8	Disabled children participate equally in after school and lunch time activities	a) Monitor participation in clubs at lunch and after school by disabled children	On-going	Deputy Head (Pastoral, Inclusion, and Ethos) SENDCo Assistant Head (Community, Faith, and Disadvantage)	Disabled children confident and able to participate equally in out of school activities.	
		b) Set up monitoring system which can also be used for BME / gender equality reporting	On-going	Assistant Head (Community, Faith, and Disadvantage)		
10	All students able to access practical lessons within D&T and Science	Provide an increase in bespoke furniture in addition to existing stock	Rolling programme as student needs are identified	Premises Manager SENDCo	Access to lessons	

Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Updates/Actions
1	Review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to the school	Annually	Deputy Head (Curriculum, Standards and Outcomes) Deputy Head (Pastoral, Inclusion, and Ethos) Admissions Coordinator Learning Technologist and Marketing Manager	All parents/carers getting information in format that they can access e.g. tape, large print, Braille	Accessible reader in policies
2	Inclusive discussion of access to information in all annual reviews	Ask parents/carers and children about access to information and preferred formats in all reviews	On-going	SENDCo	Staff more aware of students' preferred methods of communication	
3	Inclusive discussion of access to information/building in staff Professional Growth meetings/reviews according to need	SENDCo and HR to plan support/training for these meetings and raise awareness Ask staff in Professional Growth meetings/reviews and absence meetings	On-going	SENDCo HR SLT Middle Leaders	Greater access to building, support and information for those with additional needs	