

St Oswald's C of E Primary School

Accessibility Plan 2024



Inspire & Flourish

We are 'one body, many parts' (1 Cor 12)

We take pride in each other, learn with **awe and wonder**, **dare to dream** and help each other **flourish**. We are a body of **unique** individuals who come together to **trust, inspire, smile** and **serve** one another and our community.

Plan accepted: October 2023

Next reviewed: October 2025

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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. We make every effort to ensure that this aim is reflected in our everyday working practice. We are also committed to regularly reviewing our practice with regards this aim, identifying areas of weakness and taking action to ensure that we better fulfil this aim in the future.

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

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. For example, we have worked very closely with the Visual Impairment Team to ensure that our school environment and practice are both safe for visually impaired children and enable these children to make the best educational and personal progress possible.

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

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

Children with disabilities can, because of the challenges they face, be more vulnerable than others. For this reason our commitment to Safeguarding connects directly with this plan. It should be read in conjunction with our Safeguarding Policy, as well as all other relevant school policies.

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.

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

3. Action plan

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

Aim 1	Improve and maintain access to the physical environment for all stakeholders
<p>To have adapted school environment to meet the needs of current pupils and stakeholders and continue to monitor and adapt as required.</p> <p>This will include:-</p> <ul style="list-style-type: none">• Reasonable adjustments are made for all pupils with a disability, medical condition or other access need. This will enable as full inclusion as possible for all pupils and that safe evacuation can be carried out.• Consider the needs of visitors prior to visits.• Access to disabled toilets is clear and emergency cord alarm is clear to see. Changing bed available as required.• Regular maintenance of markings (Yellow Paint / Yellow tape) in main areas identified as required to support visually impaired children safely move around school.• Two dedicated disabled parking spaces in the school car park.• Clear access to first floor of the KS1 extension.• All main entrances in the main school building are wheelchair accessible• The outdoor building to have accessibility.• Regular maintenance to rear playground to aid visibility.• Continue to ensure access for pupils with additional needs – changes to classrooms to aid accessibility.• Ensure corridors are clear and uncluttered.• Evaluate the accessibility to Forest School.• Ensure disabled toilet in EYFS are cleared. Mops and buckets to be removed from the disabled toilets.• Ensure emergency pull cord in the disabled toilets is working.	
Aim 2	Increase access to the curriculum for all pupils
<p>To have adapted the curriculum to meet the needs of current pupils and continue to monitor and adapt as required. This will include:-</p> <ul style="list-style-type: none">• Up-to-date training for staff working 1:1 with children with disabilities.• Personalised IT solutions for pupils with visual impairment and other conditions (for example, personal laptop, additional screen to show IWB resources, teaching of touch typing and its use as an alternative to record work etc)• Adapted Resources for pupils with Visual impairment and other disabilities.• Adapted Curriculum, where appropriate to ensure all children can fully participate, whatever their disability• Working with External visit providers (including Residential Experiences and PE providers) to ensure that all children can fully participate in such activities.• Regular involvement of DAHIT team in school to support best practice and to support children's progress• Where it is required, one to one support to enable pupils to access the full curriculum.	

- Review policies to ensure they reflect inclusive practice and procedure and take into account any adaptations that are needed.
- Establish and maintain close liaison with parents and carers to ensure collaboration and the sharing of information between school and families. Adaptations and provision is planned for, put in place and reviewed regularly.
- Establish and maintain regular contact with outside agencies for pupils with additional needs and ensure collaboration between all key personnel. This will ensure a consistent approach.
- Pictorial timetables for those children who would benefit from this.
- The use of PECS (picture exchange system) where appropriate
- Create and offer information in alternative formats, for example electronically. Send information to parents via email.
- Access arrangements for statutory testing.
- Ensure school have sought to find out visitors' and parents' access requirements and make reasonable adjustments where possible.

Development Objectives & Actions	Targeted Aim	Person responsible	Date to complete actions by	Notes
Review of school accessibility and preparation for 2024 – 2025 academic year				
<p>Accessibility school walk round to examine key strengths and areas for development. (completed by SENCO, Business Manager and Vice Chair Governor November 2024)</p> <ul style="list-style-type: none"> - Discussed EYFS toilets and the height. EYFS access to outdoor area- plan discussed with a pupil needed ramp access. - Disabled toilets and they are cluttered - Yellow paint has been renewed in most areas - Disabled parking- cover in leaves- possible repaint. - Tape of netball post to be renewed - Plan for staff room if required - Keeping corridors uncluttered - Access to most areas of the site. – Ramp between KS2 playground and KS1 steps 	1	SENCO , Equalities governor, business manager and site manager.	Ongoing	<p>Points to action:</p> <ul style="list-style-type: none"> - Accessibility to staffroom - Maintenance of yellow lines - Regular checks to ensure emergency cord in the disabled toilets works. - Look at legal requirements for ramps regarding the one at the side of the KS2 playground. - EYFS toilets to increase independence.
Disable toilets to be cleared and decluttered to ensure that they are always fit for purpose.	1	Business Manager/ Site Manager/ SENCO	Dec 2024	<p>Points to Action</p> <ul style="list-style-type: none"> - Mops and toilet brush taken out of the EYFS toilet

	<ul style="list-style-type: none"> - Two disable toilets to access - Still very cluttered - Limited access once in the toilet 				<ul style="list-style-type: none"> - Baskets and shelves to be added to toilets to ensure that the floor space is suitable for all users. - Pull cord to be replaced
Review of curriculum access and preparation for 2023-2024 academic year					
	<p>Accessibility school walk round to examine key strengths and areas for development. (completed by SENCO, Business Manager and Vice Chair Governor November 2024)</p> <ul style="list-style-type: none"> - Discussed access to curriculum regarding the IT provision due to increase in number of pupils who required IT support. - Discussed visitors to school are they asked if they require any support- look in to the log in software and put a screen on there asking. - SEND learning walk round to examine curriculum provision for children, including those with a disability completed regularly 	2	SENCO, Vice Chair of Governors	Termly By Spring 2025	<p>Points to action-</p> <ul style="list-style-type: none"> - Use of Edukey for provision and Learning plans. - Review into IT equipment and resources to ensure all pupils can access curriculum- speech to text, text to speech, typing skills
	Development points will lead into a further Accessibility	2		September 2025	
	plan for October 2025.		SENCO		<ul style="list-style-type: none"> • SEND and disadvantaged learning walks.

Playground and Outdoor area improvement of access- Ramps around school and access to all outdoor areas including Forest School					
	<p>Accessibility to all areas of outdoor for all pupils and staff</p> <ul style="list-style-type: none"> -Discussed access for Forest School and how this is suitable -Access to EYFS area as it is steps to access it. -Ramp from KS2 playground to KS1 playground discussed. <p>Development points will lead into a further Accessibility plan for October 2025</p>	1	Resources Committee & Business manager	April 2025	<p>Points to action-</p> <ul style="list-style-type: none"> - Ensure that Forest School paths are kept to high quality to ensure access for all - Review ramp gradient - Plan in place re EYFS outdoor area as there is a side gate- would need small ramp over the lip.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. Monitoring of progress on this plan will be the responsibility of the Headteacher. Progress made within each year of the plan will be reviewed by the Teaching & Learning Committee of the Governors.

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 condition

