

St Oswald's C of E Primary School

# Accessibility Plan



Plan Reviewed: January 2026

Next reviewed: January 2027

## 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.

**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.

## Action plan

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

<b>Aim 1</b>	<b>Improve and maintain access to the physical environment for all stakeholders</b>
<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"><li>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</li></ul> <p>that safe invacuation/ evacuation can be carried out.</p> <ul style="list-style-type: none"><li>Consider the needs of visitors prior to visits. <b>Has this been added regarding visitors letting staff know if they require any support or assistance whilst visiting? We talked about it last year- don't log in as visitor so not sure.</b></li><li>Access to disabled toilets is clear and emergency cord alarm is clear to see. Changing bed available as required.</li><li>Regular maintenance of markings (Yellow Paint / Yellow tape) in main areas identified as required to support all children safely move around school.</li><li>Two dedicated disabled parking spaces in the school car park.</li><li>Clear access to first floor of the KS1 extension- including working lift</li><li>All main entrances in the main school building are wheelchair accessible</li><li>The preschool building to have accessibility, including appropriate changing table in toilet to support learners and staff.</li><li>Regular maintenance to rear playground to aid accessibility for all</li><li>Continue to ensure access for pupils with additional needs – changes to classrooms to aid accessibility- neuroinclusive environments including</li><li>Ensure corridors are clear and uncluttered.</li><li>Evaluate the accessibility to Forest School.</li><li>Ensure disabled toilet in EYFS are cleared. Mops and buckets to be removed from the disabled toilets. <b>Needs continued monitoring</b></li><li>Ensure emergency pull cord in the disabled toilets is working. <b>Actioned</b></li><li>In induction and probationary meetings any requirements for staff to be identified and recorded on sheets. Including how to use speech to text and text to speech software</li></ul>	
<b>Aim 2</b>	<b>Increase access to the curriculum for all pupils</b>

To have adapted the curriculum to meet the needs of current pupils and continue to monitor and adapt as required. This will include:-

- Up-to-date training for staff working 1:1 with children with disabilities/ differences
- 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 additional needs
- 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, close 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 visuals to support all learners- Widgit used across school.
- 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
<b>Review of school accessibility and preparation for 2025 – 2026 academic year</b>					
	Accessibility school walk round to examine key strengths and areas for development. (completed by SENCO, Business Manager and Vice Chair Governor November 2024)	1	SENCO , Equalities governor, business manager and site manager.	Ongoing	Points to action: <ul style="list-style-type: none"> <li>• Accessibility to staffroom</li> <li>• Maintenance of yellow lines</li> <li>• Look at legal requirements for ramps regarding the one at the side of the KS2 playground.</li> </ul>

	<ul style="list-style-type: none"> <li>- Discussed EYFS toilets and the height. EYFS access to outdoor area- plan discussed with a pupil needed ramp access.</li> <li>- Accessible toilets and they are cluttered</li> <li>- Yellow paint has been renewed in most areas</li> <li>- Accessible parking- covered in leaves- possible repaint.</li> <li>- Tape of netball post to be renewed</li> <li>- Plan for staff room if required</li> <li>- Keeping corridors uncluttered</li> <li>- Access to most areas of the site. – Ramp between KS2 playground and KS1 steep.</li> <li>-</li> </ul>				<ul style="list-style-type: none"> <li>• EYFS toilets to increase independence.</li> <li>• New age appropriate changing access for preschool building to be sought.</li> <li>• Renewing of tape</li> </ul>
	<p>Accessibe toilet to cleared and decluttered to ensure that they are always fit for purpose.</p> <ul style="list-style-type: none"> <li>- Two disable toilets to access</li> <li>- Still very cluttered</li> <li>- Limited access once in the toilet</li> </ul>	1	Business Manager/ Site Manager/ SENCO	Feb 2026	<p>Points to Action</p> <ul style="list-style-type: none"> <li>- Mops taken out of the EYFS toilet</li> <li>- Decluttering of accessible toilet in EYFS area required- email sent to staff</li> <li>- Pull cord to be replaced</li> </ul>
	<ul style="list-style-type: none"> <li>- 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.</li> </ul>				<ul style="list-style-type: none"> <li>- Thought to be given to how school seek additional requirements from visitors- possible footer on office email stating school is inclusive and to let staff know of any requirements needed.</li> <li>- Add to induction / probationary meetings a question about support and requirements needed by staff.</li> </ul>
<b>Review of curriculum access and preparation for 2025-2026 academic year</b>					
	Accessibility school walk round to examine key strengths and areas for development. (completed by SENCO,	2	SENCO, Vice Chair of Governors	Termly By Spring 2026	Points to action-

	Business Manager and Vice Chair Governor November 2025)  - Discussed access to curriculum regarding the IT provision due to increase in number of pupils who required IT support. New laptops and class ipads have been bought and given to each class to allow greater accessibility along with all KS2 having additional Inclusion laptop.  - SEND learning walk round to examine curriculum provision for children, including those with a disability completed regularly				- Review into IT equipment and resources to ensure all pupils can access curriculum- speech to text, text to speech, typing skills  - SEND learning walk to have a specific focus on use of technology
	Development points will lead into a further Accessibility	2		September 2026	

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	plan for October 2026		SENCO		• SEND and disadvantaged learning walks.
<b>Playground and Outdoor area improvement of access-</b> Ramps around school and access to all outdoor areas including Forest School					
	Accessibility to all areas of outdoor for all pupils and staff -Discussed access for Forest School and how this is suitable -Access to EYFS area as it is steps to access it. New decking in place- plan in place that side gate will be used if pupil can not use the steps. -Ramp from KS2 playground to KS1 playground discussed.  Development points will lead into a further Accessibility plan for October 2025	1	Resources Committee & Business manager	April 2026	Points to action- - Ensure that Forest School paths are kept to high quality to ensure access for all - Review ramp gradient - Review the new gate on the preschool outdoor area as gap under new gate due to new decking.





## **1. 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.

## **2. 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

