OUGHTON PRIMARY & NURSERY SCHOOL

Accessibility Policy 2025-2028

Policy Approval Date: September 2026
Approved by the Full Governing Body please see minutes dated September 2026

Review Date: Autumn 2028

This Policy is our own Accessibility Policy adapted in October 2022.

This Policy should be read in conjunction with the policies in Section 5.

Our Vision

Everyone working together and learning to become an outstanding school that gives support and guidance to all, working in partnership with both Parents and the community.

OUGHTONLIFE:

Learning, Inclusion, Friendship, Enjoyment……. for everyone.

Everyone – children, staff and families.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to sets out how we will:

- Improve access to the **physical environment** of Oughton Primary and Nursery School, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of Oughton, 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 pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, Parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We strive to ensure our children will:

- Be safe
- Be healthy and happy
- Enjoy learning and achieve success
- Be able to contribute to their school and society
- Be prepared for a life in the 21st Century

Mission Statement
We aim to support not only children and staff within the school with their aspirations, but those in the wider community too.

Our guiding principles:

- ***All learners are of equal value***
- ***We recognise and respect difference***
- ***We foster positive attitudes and relationships, and a shared sense of cohesion and belonging***
- ***We observe good equalities practice in staff recruitment, retention and development***
- ***We aim to reduce and remove inequalities and barriers that already exist***
- ***We consult and involve widely***
- ***Society as a whole should benefit***
- ***We base our practices on sound evidence***
- ***Objectives set based on evidence***

1. All learners are of equal value
We see all learners and potential learners, and their Parents and Carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

2. We recognise and respect difference
Treating people equally does not necessarily involve treating them all the same.
Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity – LGBQT+.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

- We intend that our policies, procedures and activities should promote:
- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

4. We observe good equalities practice in staff recruitment, retention and development
We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

5. We aim to reduce and remove inequalities and barriers that already exist
In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

6. We consult and involve widely
We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

7. Society as a whole should benefit
We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

8. We base our practices on sound evidence
We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

9. Objectives are set based on evidence
We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues, as appropriate.
We keep our equality objectives under review and report annually on progress towards achieving them.

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, Parents, staff and Governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability- All children have access to the curriculum personalised according to need. To ensure staff training is in place to teach and support disabled pupils To ensure all staff are putting reasonable adjustments in place.	There are clear policies for SEND and inclusion. The school offer is clear and details school policy and responsible staff. There are also clear Learning and Teaching and Marking and Feedback Policies and Pupil Premium Strategies. Staff seek to mitigate barriers to learning and make reasonable adjustments. Individual Support Plans and Emotional Regulation Plans are used to meet the needs of the individual. Rigorous Pupil Progress Meetings explore barriers to learning and ways to overcome barriers. Relevant 'Gaps' in staff knowledge and skills are addressed through training	Ensure staff are trained in specific areas in order to support the needs of the children in their cohort. Continue to use pupil voice to develop provision for pupils with SEND. Review and develop the range of resources available to support children with individual needs. Book looks, planning and pupil voice show clear reasonable adjustments in place.	Annual staff audit of current skills and knowledge New staff knowledge and skills are audited Staff training on SPLD assessments. Audit of current resources in school and how they are used. Plans reviewed and updated at least termly. New staff induction to include training for individual pupils' needs, where relevant. Introduce Provision Map system to all staff.	HT, AHFI and AHTFC	Ongoing	All learners have full curriculum access appropriate to their needs and abilities. .

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Increase access to the curriculum for pupils with a disability- To ensure all pupils are encouraged to take part in extracurricular activities.	Parents are always informed that all pupils are welcome to join after school clubs and can be planned for on offsite visits, including residential trips	To ensure all pupils are encouraged to take part in extracurricular activities	Class teacher and/or AHFI to meet with Parents to discuss any individual needs that require planning for.	Teacher responsible for club, AHTFI and HT.	Ongoing.	All pupils can have access to the same opportunities as their peers.
Increase access to the curriculum for pupils with a disability- There is equal access to sporting opportunities and the PE curriculum	Where required plans are adapted. Pupil Voice around what learners feel they are capable of. Parental meetings when required. Meetings with external agencies.	Learners with physical disabilities have access to a suitable, challenging and motivating PE curriculum Reasonable adjustments in place.	Continue to develop the role of the sports coaches and Teachers in supporting the needs of disabled pupils in the PE curriculum.	PE Coordinator, AHFI and HT SLT-monitoring.	Ongoing	Learners with physical disabilities have access to a suitable, challenging and motivating PE curriculum.
Increase access to the curriculum for pupils with a disability- The learning environment is accessible	Classrooms use visual signs, timetables and instructions for individuals. There is an interactive whiteboard in every classroom. The learning environment is adjusted in order to support the needs of individuals and resources are clearly labelled.	The learning environment is accessible.	Carry out an inclusion learning walk to identify areas of strengths and areas of need. Look at Communication Friendly Classroom checklist.	AHTfI / SLT	Ongoing	All learners have access to the learning environment and are supported appropriately

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Increase access to the curriculum for pupils with a disability- Ensure that medical needs of all pupils and staff are met to ensure equal access.	Create individual health care plans for children and adults in school with a medical need – stored in medical files, with medication and class inclusion files. Photographs of children who are at risk of anaphylaxis in staffroom, in kitchen, in medical room and with medication in the classroom Children with dietary requirements in KS1 wear a lanyard. Annually update the policy 'Supporting pupils with medical conditions' annually All medication is sent home at the end of each year with parental responsibility to bring new medication into school. Medication needs of the children clearly displayed in each classroom Annual staff training.	The curriculum is fully accessible to all pupils.	Ensure medical files are kept up to date and logged on Provision Map. To keep a regularly checked list of medication expiry dates with medication sent home to Parents when date of expiring is nearing To provide extra resources, including extra adults, to ensure full accessibility for those with specific medical needs Ensure suitable adaptations are made to the environment to support staff with medical needs and or disabilities	Class Teachers, AHFI and First Aiders.	Ongoing	All children with medical needs have equal access to the curriculum.

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Improve and maintain access to the physical environment	Fully wheelchair accessible site (apart from upstairs classrooms and one KS1 classroom), pathways, buildings and exits, including those in which need to be used in an emergency. Allocated disabled parking in staff car parks. Independent access facilities including a lift situated next to stairs coming into the gym.	Short term objective- replace the main path through the Key Stage 2 playground around to the KS1 playground in small sections and up to the allotment. Long term plan- main pathway will be completely replaced.	Assessment of path to be carried out and identify areas that need to be replaced more urgently. Plan outlining the stages of the repair.	HT, CoG, and AHFI.	Ongoing	The school is fully accessible for disabled learners.
Improve and maintain access to the physical environment- accessing the Gym from the classrooms in the block.	Independent access facilities including a lift situated next to stairs coming into the gym.	Lift to be serviced and ensure key staff know how to operate it as and when required.	Lift to be serviced as and when required	HT, CoG, and AHFI.	Ongoing	The school is fully accessible for disabled learners.
Improve and maintain access to the physical environment- Training for use regarding specialist equipment.	There is currently a hoist in the accessible toilets located off of the dining room and a lift coming into the gym.	Where necessary staff supporting disabled pupils are trained to use specific equipment, where manual handling is used it is risk assessed.	Identify staff that may require the training and find a training provider.	HT and AHFI	Ongoing annually	The school is fully accessible for disabled learners and staff are trained to use the equipment should they suddenly need to use it.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment- Suitability of the physical environment for visually impaired learners.	There are yellow guidelines highlighted steps, uneven surfaces and a change in levels.	All areas that require it are highlighted for visually impaired learners and any existing areas that are already highlighted needs refreshing.	Audit of the environment to be carried out to ensure all hazards for visually impaired learners are highlighted. Ensure that all areas identified are highlighted in yellow and repainted if needed.	HT, CoG, and AHFI.	Ongoing	The school is fully accessible for visually impaired learners
Improve and maintain access to the physical environment- Access to disabled facilities.	Disabled toilet access with changing facilities located in each building. Hoist in disabled toilet in main building. Lift from the Gym to the block classrooms.	All accessible equipment is fully serviced as and when required	Ensure accessible equipment is fully serviced.	HT, CoG, and AHFI.	Ongoing	The school is fully accessible for disabled learners and equipment is serviced and ready for use should it be required.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment- Learners with sensory differences and SEMH.	All classrooms have a Calm Corner. Some classrooms have a Calm Corner that allow children a safe space that also reduces the sensory demands of the classroom. There is the allotment provision at lunchtime that is available at selected times.	All classrooms have an identified Calm Corner that reduces the sensory demands of the classroom environment. To develop a quiet outdoor space/ provision at break time and lunchtime. Development of outdoor sensory garden.	Audit of classroom Calm Corners. Staff training/support where needed. Identify staffing of outdoor provision. Adapt Emotional Regulation Plans to highlight provision. AET Sensory classroom audit.	HT, AHFI and PM	Ongoing	The school is fully accessible for learners with sensory differences and SEMH. Children who need time to emotionally regulate can use a Calm Corner. Children who find the playground environment too busy will have an alternative place to go at breaks. Children who need time away from the class to emotionally regulate can use a safe outdoor space.

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Improve and maintain access to the physical environment- Learners with sensory differences and SEMH.	Sensory Circuits are being carried out daily to support key pupils. Resources are stored in a central locations Staff have received training in Sensory Circuits. There are 3 sensory circuit walls around the school which are easily accessible to pupils.	There will be clear designated areas to carry out sensory circuits. The area will be fit for purpose with enough room and equipment easily accessible. Outdoor equipment will be built into the sessions.	Carry out drop-ins on current Sensory Circuit sessions. Staff training on how to use outdoor equipment for Sensory Circuit sessions. Adapt/ move the indoor sessions if area is not fit for purpose. Review Emotional Regulation Plans to highlight provision in place. Log the use of sensory circuits on Provision Map	AHFI, PM	Ongoing	Learners will access quality sensory provision (both indoor and outdoor) that will allow them to regulate themselves and in turn raise progress.

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Improve the delivery of information to pupils with a disability	Information can be accessed through: A wide variety of written forms, newsletters, flyers and posters. On screen, the school website and through Arbor accounts. Sharing of information verbally, discussions and meetings with school staff. Translation provision for parent consultations where required. .	Develop non-written communication methods for Parents and Carers. Continue to support Parents with literacy needs.	Send out parental questionnaires to identify any areas of need and possible solutions/ resources/ideas.	HT, AHTs, PM	Ongoing	Parents and Carers are fully informed of school, news, policy and practice.
Improve the delivery of information to pupils with a disability To ensure the availability of written material in alternative formats when required or requested	Dyslexia friendly coloured paper and exercise books available to relevant children Larger print form options available if needed. Communicate in Print. Alternative language translations if required.	All members of the school community can access written material.	Ensure books are easily accessible to staff and pupils. Staff training for Communication in Print.	AHFI and ST	Ongoing as and when required.	To ensure the availability of written material in alternative formats when required or requested

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability Ensure access arrangements are in place for children re testing in school	Access arrangements in place: 1:1 reader, scribe – all to suit the needs of the child.	Children to be able to access tests to the best of their ability.	Evidence of support throughout the year is collated and evidenced.	Year 6 Teachers, HT and AFTFI	Ongoing	To ensure learners are able to access tests to the best of their ability.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Governors,

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and Safety Policy
- Equality Policy
- Special Educational Needs and Disability (SEND) Policy and SEN School Offer and Information Report
- Supporting Pupils with Medical Conditions Policy
- Teaching and Learning Policy
- Curriculum Policy