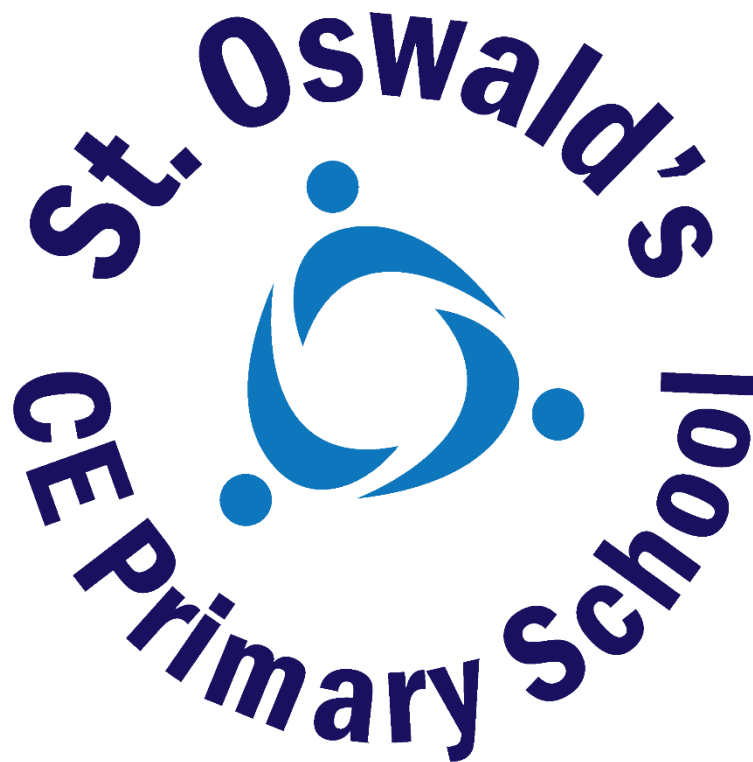


St Oswald's CE Primary School and Nursery

Accessibility/Equality Policy and Plan



Inspire – Embrace – Succeed

“...I came so that they may have life and life to its fullest”

John 10:10

Reviewed March 2025

Next review March 2028

St Oswald's CE Primary School

Accessibility and Equality Policy and Plan

2025 - 2028

This Accessibility Policy and Equality Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

St Oswald's CE School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan will be drawn up to cover a three-year period.

Under the Equality Act 2010, the school complies with the general equality duty and the new specific duties. The equality duty now includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- 1) sex
- 2) race
- 3) disability
- 4) religion or belief
- 5) sexual orientation
- 6) gender reassignment
- 7) pregnancy or maternity

General Equality Duty

The **Public Sector Equality Duty** (PSED) has three main elements.

1. **Eliminate discrimination** and other conduct that is prohibited by the Act,
2. **Advance equality of opportunity** between people who share a **protected characteristic** and people who do not share it,
3. **Foster good relations** across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have "due regard" to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the

equality implications.

Specific duties

Schools have a duty to make **reasonable adjustments** for pupils with a disability. The DfE non-Statutory guidance states that this duty can be summarised as follows:

- 1) Where something a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- 2) Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- 3) Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Reasonable adjustments

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable.

For example, a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it.

The guidance states that many pupils with a disability will have an Education Health Care Plan or Note in Lieu and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have an EHCP (or the EHCP doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school (after the relevant provisions come into force). The reasonable adjustments duties on schools are intended to complement the **accessibility planning** duties and the existing EHCP provisions which are part of education legislation, under which Local Authorities have a duty to provide auxiliary aids to pupils with a statement of special educational need. In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

Accessibility planning

Accessibility plans in St Oswald's CE School are aimed at:

- 1) Increasing the extent to which disabled pupils can **participate in the curriculum**;
- 2) Improving the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- 3) Improving the availability of **accessible information** to disabled pupils.

The school will provide adequate resources for implementing plans and regularly reviews them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment etc. e.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils - such as handouts, timetables, textbooks, information about school events - available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

References

The Equality Act 2010: Advice for school leaders, school staff, Governing bodies and local authorities <http://preview.tinyurl.com/5wpx9aa>

Equality Act Guidance downloads from the Equality and Human Rights Commission - includes *Guidance for education providers - what the equality law means for you as an education provider* <http://preview.tinyurl.com/3md47tk>

Resources

Planning to increase access to schools for disabled pupils. National Assembly of Wales.

Although this document is dated (2004) it still includes useful information for all schools looking for

information on how to develop an Accessibility Plan.

<http://preview.tinyurl.com/5uoa6o4>

St Oswald's Accessibility Action Plan

Access to the Physical Environment

Aim	Current Good Practice	Objectives	Actions to be taken	Responsibility	Timescale	Success Criteria
Improve and maintain access to the physical environment Short Term	The environment is adapted to the needs of pupils as required.	To review accessibility to all areas of school	<ul style="list-style-type: none"> Learning Walk carried out focusing on accessibility to both inside and outside environment 	Headteacher SENCo LAB members Site Manager	Reviewed regularly	Accessibility to all areas of school environment evaluated
	This includes: School site is all on one level	To ensure that all disabled pupils can be safely evacuated	<ul style="list-style-type: none"> Evacuation plan (PEEP) in place for identified children. Named adult to take control of child's evacuation Individual evacuation plan incorporated into regular fire practice 	Headteacher SENCo Site Manager	Reviewed September each year	Individual plans (PEEPs) are in place for identified children and named adult is fully aware of procedure
	Corridor width Door width/double doors	Care room well maintained, and all equipment easily accessed	<ul style="list-style-type: none"> Regular checks by site manager to ensure care room is well-maintained Staff using care room to report any issues promptly to school office or SLT 	Site Manager SLT	Reviewed regularly	Care room cleared and maintained in appropriate condition
	Disabled parking bays Disabled toilets and changing facilities	The school is fully aware of the access needs of disabled children, staff, parents and carers.	<ul style="list-style-type: none"> Access needs are discussed with parents and support agencies upon a child's entry to Nursery/Reception Access to physical environment is discussed with parents during reviews/parents' meetings. Consult parents, via newsletter, to ensure that their access needs are considered 	Head teacher SLT SENCO	Start of term	Children's access needs addressed and all staff aware Staff/governors' access needs considered Parents' and carers' needs considered
	Medical/care room with changing table, shower and sink	To ensure that all classroom equipment and resources are accessible for all pupils	<ul style="list-style-type: none"> SLT to carry out Learning Walk, focusing on accessibility of classroom resources and equipment SLT to discuss any issues with staff 1:1 support staff to identify any issues. 	SENCO All staff SLT	Annually in the Summer term	Classroom resources accessed by all pupils
	Library shelves at wheelchair-accessible height	Wheelchair access throughout the school	<ul style="list-style-type: none"> Regular checks by site manager to ensure that corridors, walkways and doorways are not blocked. 	Site manager	Regularly reviewed	Easy access for wheelchairs throughout school
	Classroom resources are stored either on desks or low-level cupboards/trays					

Access to the Curriculum

Aim	Current Good practice	Objectives	Actions to be taken	Responsibility	Timescale	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p> <p>Short term</p>	<p>St Oswald's offers a differentiated and scaffolded curriculum for all pupils/students.</p> <p>We use resources tailored to the needs of pupils/students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils/students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils/students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils/students.</p> <p>SEND resources are audited and identified to meet need. Orders promptly submitted.</p> <p>CPA / mastery approach to curriculum.</p> <p>Regular CPL sessions focusing on Scaffolding and</p>	<p>Ensure that reasonable adjustments are made so that all pupils access a curriculum appropriate for their needs</p>	<ul style="list-style-type: none"> All staff to consider the needs of pupils in their care, when completing medium and short term planning Discussion with parents/carers during Nursery interviews Discussion with parents/carers of new pupils Involvement of outside support agencies Whenever possible, discussion with child 	<p>Headteacher SENCo Class teachers</p>	<p>Termly reviews</p>	<p>Reasonable adjustments made so that all pupils access an appropriate curriculum All parties involved, with common framework, in pupils' learning Child actively involved in own learning</p>
	<p>Closely monitor core subject data for pupils with disabilities to ensure progress and achievement</p>	<ul style="list-style-type: none"> Individuals/groups of children discussed during KS1 and KS2 progress meetings Any concerns discussed with SENCO Interventions in place as appropriate and clear review date set Involve pupil and parents/carers/outside agencies if necessary 	<p>Individual Class Teachers Individual TAs SENCo</p>	<p>Termly monitoring</p>	<p>Progress of pupils with disabilities closely monitored Interventions in place with clear exit plan Support network put in place if necessary</p>	
	<p>Ensure pupils with disabilities have full access to ICT</p>	<ul style="list-style-type: none"> Assess pupil needs in terms of physical access, ICT software, time Continually review location of touch screen, large keyboards and roller ball in terms of pupil needs Risk assessments in place for all identified pupils 	<p>Headteacher Computing Lead Class teachers</p>	<p>Termly reviews</p>	<p>Full and purposeful access to ICT for all pupils with disabilities</p>	
	<p>Ensure that work is scaffolded and/or differentiated and resourced appropriately for pupils with disabilities</p>	<ul style="list-style-type: none"> Initial meeting at beginning of academic year with SENCo, class teacher and TA to discuss child's attainment, specific needs and resources SENCo to monitor year group planning – making suggestions, seeking advice from outside agencies, as appropriate 	<p>SENCo Class teacher TAs</p>	<p>Termly monitoring</p>	<p>Pupils with disabilities accessing a relevant, appropriately resourced curriculum</p>	
	<p>Ensure that pupils with disabilities have equal access to extra curricular activities</p>	<ul style="list-style-type: none"> PE Lead to collate numbers of pupils with SEN accessing extra curricular activities Class teacher/TA to ensure that information regarding extra curricular activities is given to pupil and, if necessary a note made in home/school diary. 	<p>PE Lead Class teacher TA SENCo Activity leader/ coach</p>	<p>Termly monitoring</p>	<p>Pupils with disabilities given all information regarding extra curricular activities Pupils with disabilities given equal access to extra curricular activities Support in place, if necessary, for pupil participation</p>	

	<p>blended approach to learning.</p> <p>SENCO feeds back on provision for SEN during lesson observations/ learning walks/ book looks</p> <p>Regular SEND reviews and meetings with parents held</p> <p>TAs accountable for interventions- impact of intervention records kept</p> <p>Individual Provision Maps (IPMs) for children completed and reviewed.</p> <p>SENCO discussions / meetings held with new parents.</p>		<ul style="list-style-type: none"> Person responsible for organising activity to ensure that pupil has equal opportunity for participation Person responsible for organising activity to liaise with SENCo/parents so that support is in place 			
Medium Term	<p>Medical training up to date, sessions booked in to refresh staff knowledge and to train new members of staff</p> <p>SENCO attends LA forums and network meetings to keep up to date with latest developments and share good practice.</p> <p>Pastoral Lead TA fully trained in TiSUK and</p>	<p>Ensure that Pupil Parliament have a voice in accessibility to the curriculum for all pupils</p>	<ul style="list-style-type: none"> Time allocated for curriculum discussion during school council meetings Leads to minute discussion taking place on curriculum issues Leads to feed back to SLT Learning needs/curriculum carefully considered for all pupils 	<p>Pupil Parliament SLT SENCo</p>	<p>Annually</p>	<p>'Pupil Voice' having impact on accessibility and learning environment for pupils with disabilities</p>
		<p>Ensure that teaching staff and TAs have access to relevant training for specific children</p>	<ul style="list-style-type: none"> Utilise existing experience/skills when organising classes/as children move year groups Assess training needs of staff working with specific children Allocate funding for such training 	<p>SLT SENCo</p>	<p>Reviewed termly</p>	<p>Increased confidence of staff working with pupils with disabilities</p>
		<p>Ensure that teaching staff and TAs are familiar with current legislation and documentation</p>	<ul style="list-style-type: none"> Identified staff to attend relevant courses New initiatives/documentation discussed at SLT and shared with staff 	<p>Head teacher SLT</p>	<p>Reviewed termly</p>	<p>All staff familiar with relevant, current legislation and documentation</p>

	<p>also trained to give bereavement support.</p> <p>Good links established with school nurse.</p> <p>Individual, small group and parental interventions in place.</p>	with regard to disability/accessibility				
	<p>Regular and appropriate use of school field.</p> <p>Regular and appropriate use of Forest School areas.</p> <p>Intervention rooms and spaces in operation.</p>	To develop a range of learning environments and experiences in response to children's needs	<ul style="list-style-type: none"> Continually assess indoor and outdoor learning environments Consider individual pupils' needs – use of workstations, quiet areas and practical equipment 	All staff SENCo	Reviewed termly	<p>Children able to access a range of learning environments and experiences</p> <p>Eg. workstations as appropriate, EYFS use of outside area, Sensory work with specific children, dyslexia resources, visual timetables, good listening skills</p>
Long term			<ul style="list-style-type: none"> 			

Access to Information

Aim	Current Good Practice	Objectives	Strategies	Responsibility	Timescale	Success Criteria
Improve the current delivery of information	St Oswald's uses a range of communication methods to ensure information is	<ul style="list-style-type: none"> Visual timetables in all classrooms Individual desktop timetable in place for identified children 	<ul style="list-style-type: none"> Pictures/symbols for timetables provided by SENCO SENCO to check timetables are clearly visible to all children 	Class teachers SENCo	Half termly	All children having access to a meaningful timetable

to pupils with a disability	accessible. This includes:		<ul style="list-style-type: none"> Children needing individual timetables are discussed during initial meeting each academic year 			
	Internal signage Large print resources Pictorial or symbolic representations	Ensure that school web site is continually updated so that parents are able to access current policies and plans	<ul style="list-style-type: none"> Links in place to all relevant policies and plans Parents informed via newsletter 	business Manager SLT LAB Member	Ongoing/ annual review	Parents able to access policies and plans via school web site
	Visual timetables in use. Use of iPads in school with accessibility features: -enlarge text -audio reader -simplify background -Remote Learning Plans on Website and sent out to Parents	Ensure that parents are given advance warning, in an appropriate format, of all aspects of school relevant to their child.	<ul style="list-style-type: none"> Class teachers to ensure that all dates are entered in school diary, well in advance Class teachers to consider advance notice to parents when booking visits Information provided via Arbor messages, newsletter or class letters Identified pupils with significant needs to be provided with information personally; this will be handed to parent/carer or put into child's bag. 	All staff	Ongoing/ weekly	Parents given advance notice of all aspects of school relevant to their child Eg. telephone calls, newsletter, notes home, Arbor
Short term						
Medium Term	-Parent mail/ Arbor set up and running for communication - Google Translate for EAL pupils and for communication with parents, where appropriate.	Ensure that all pupils have an efficient method of communication with parents.	<ul style="list-style-type: none"> Class teacher/TA to record for child, if necessary Pre-printed instructions stuck into diaries/ home learning journals, if necessary Communication and or Home/school liaison books used for further instructions and dialogue with parents, if appropriate 	Class teacher TA Parents/carers	Ongoing	Children and parents have clear understanding of homework tasks and information is communicated where necessary.
Long Term	Google Classroom running effectively for KS1 and KS2	Ensure that all information sent to parents/carers is in a format relevant to their needs: large print, Braille, other languages	<ul style="list-style-type: none"> Audit to establish needs of parents Office to keep up to date records of specific needs Seek advice from outside agencies, if necessary 	SLT Office staff	Ongoing	Parents/carers receiving information which is accessible to them