

Accessibility Plan

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Otterham CP school **Accessibility Plan 2025-2028**

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties the Community Council have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- All students have equal access to opportunities including clubs and visits and residential. Appropriate measures/support are put in place.
- All children are encouraged to participate fully in the broader life of the school and where necessary, swimming, clubs and trips are subsidised.
- Lessons provide opportunities for all pupils to achieve, i.e. are scaffolded and include work to be completed by individuals, pairs, small groups and the whole class as appropriate.

- The training needs of staff is regularly reviewed, to enable staff to have the skills and knowledge to support individuals with additional needs. WeST have timetabled a series of twilight sessions to help facilitate this.
- Personal Learning Plans are written for each child with SEND, these identify areas of need and establish interventions to support pupils. The plans are written with contributions from the parents and children and are reviewed termly.
- Personal Learning Plans reflect strengths and interests of child in addition to needs. Targets for addressing individual needs are holistic and not just academic.
- Staff take advice from outside services and agencies, incorporating suggested strategies into the provision for individuals with additional needs.
- Children with disabilities are encouraged to take part in Music, drama and physical activities some have access to music therapy in addition to curriculum content.
- As part of the 'Assess, Plan, Do, Review cycle, families are fully involved in the review of individual plans regarding curriculum access at termly reviews or TAC meetings.
- A Trauma Informed approach is embedded across the school, ensuring that staff are sensitive to the needs of all children.
- A range of teaching methods and styles are used by staff to facilitate curriculum access to all pupils.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- The majority of areas are physically accessible for people with disabilities, ramps and additional handrails ensure areas are accessible.
- All rooms in the building are accessible to wheelchair users.
- The accessible toilet and changing facilities are located appropriately in the main building.
- Corridors are kept free from clutter to ensure accessibility.
- Our cabins provide calm, low sensory areas are available and we have an amazing outside space.
- Classroom interiors can be adapted to ensure access for pupils/students with sensory needs including individual work stations and table top screens to limit sensory stimulus.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- Communication channels and review processes enable two-way information sharing with families.
- There is an open-door policy for anyone with a concern.
- Early support/TAC meetings are arranged for children with additional needs.
- Separate reports can be requested to be sent if a parent does not live at same address.
- The website updated regularly & newsletters are sent to all parents by hand or email, depending on arrangements made with individual parents and carer.
- Text messages are sent out with key information.
- The school supports families to access information from outside services when requested.
- For some individuals, Home/School books enhance communication between staff and families.

Financial Planning and control

The headteacher, and finance will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
The Accessibility Plan is coproduced with children with SEND, their families and other stakeholders.	<ul style="list-style-type: none"> Greater pupil and parental consultation are required when revising the Accessibility Plan. 	HT, SENDCO	Long	ongoing	Review of progress towards outcomes to be made with parents at least annually.
To ensure all staff are aware of the requirements of the Equality Act	<ul style="list-style-type: none"> Equality Policy will be shared at staff meetings and will be included in new staff inductions. 	All staff	ongoing		

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Effective means of escape from the school in an emergency.	<ul style="list-style-type: none"> Investigate and install visible as well as audible fire alarm. Personal Emergency Evacuation Plans (PEEPs) are in place for children with disabilities. 	Premises Team, HT, class teachers	Short term	ongoing	

Pathways around the setting and parking arrangements safe, easily accessible and well signed	<ul style="list-style-type: none"> Disabled parking bays to be marked out in front of building, near main entrance. Exterior signage to be improved. Larger 'Reception' sign outside of Reception Improve signage from the carpark to reception and from the main gate to reception. 	Premises Team	Short term		Although parking bays are not marked out - HT & secretary to provide access as and when needed
All signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.	<ul style="list-style-type: none"> Should a family join the school with a visual impairment, appropriate signs and symbols to be put in place prior to the child starting school. Increase quantity of pictorial signs for key areas around the school. 	Teachers & SENDCO	ongoing		
Nosings are marked and/or readily identifiable	<ul style="list-style-type: none"> Refresh paint on nosings on the external steps outside of hall. 	Premises team	Short term	Ongoing	Needs re-doing
An individual in a wheelchair can access the main entrance of the building independently.	<ul style="list-style-type: none"> Investigate why existing power assisted door is not working and complete remedial work. Install doorbell at main entrance so that an individual in a wheelchair can access the building when reception is unmanned. 	Premises team	medium term		

WC provision is made for individuals with disabilities	<ul style="list-style-type: none"> Handles for support for getting on and off the WC needs to be fitted in both a boys' and a girls' cubicle in the Elliot building. 	Premises team	Medium		Girls completed. Boys to do
The emergency call system be operated from floor level.	<ul style="list-style-type: none"> In the accessible toilet, lengthen the emergency cord so it can be reached from the floor. 	Premises team	Short term		
Final exit routes are accessible to all, including wheelchair users, as are the entry routes	<ul style="list-style-type: none"> There are a number of different low steps/levels between class 2 and the cabin. Advice on how to make this more accessible to be sought. A ramp needs to be fitted to allow wheelchair access out of class 2 to the playground. 	Premises team	Medium term		Ramp to be fitted should a person in a wheelchair arrive at school

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Large-print versions of information about the building/activities available	<ul style="list-style-type: none"> Request alternative leaflet versions from services such as the Early Help Hub, to print out at school. 	Secretary	ongoing		

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Pupils/students with SEND have access to appropriate information technology.	<ul style="list-style-type: none"> • Increase use of talk to type and type to talk technology. • Research and install new software for specific children. • Investigate training on accessible ICT by WeST • Specialised equipment to be purchased when necessary. • SEND advisory services to provide guidance on technology and software when required. 	SENDCo Class teachers WeST support	ongoing		
Staff training needs regularly reviewed to ensure the needs of individuals can be met.	<ul style="list-style-type: none"> • Training needs regularly reviewed. • CPD to enhance staff knowledge, skills and understanding. • Use online modules if required. • WeST series of SEND twilights 25/26 & ongoing 	All staff	ongoing		
The progress made by individuals at 'SEN support' and with an EHC plan is as good as that made by	<ul style="list-style-type: none"> • Continue regular reviews of targets set. • SENDCo to monitor individual's data alongside SEND national trends. 	SENDCO	Ongoing		

pupils/students with SEN nationally					
Staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum	<ul style="list-style-type: none"> Protected time for TA's to prepare individualised resources. Accommodations to be made where teachers need greater planning time for individuals with a highly individualised curriculum. Accommodations to be made for staff meeting with SENDCo or outside agencies to support adapted planning. 	Class teachers	Ongoing		
The 'assess, plan, do review' cycle is used to inform the graduated approach.	<ul style="list-style-type: none"> Continue to embed the consistent reviewing of Personal Learning Plans. Encourage use of 'Registration of Concern' documents as a starting point to raise concerns about an individual's attainment and progress. 	SENDCO, Class teachers	Ongoing		

Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
-----------------------	--------------------------	-----------------	----------------------------	------------	-------

Promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters http://www.cornwallsendiass.org.uk/	<ul style="list-style-type: none"> • Links to agencies that can provide additional support made available on school website. • Update the information board in reception with the same information to be available to families without internet access. • Hard copies of SENDIASS leaflets to be available at reception. 	SENDCO	short		
Information available in a variety of formats including <ul style="list-style-type: none"> - 'Easy read' - large print - symbols - audio 	<ul style="list-style-type: none"> • When required the school will liaise with School support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format. 	SENDCO, Administrator	Ongoing		
Staff are familiar with IT used to share information with people with disabilities.	<ul style="list-style-type: none"> • Explore whether WeST training on this could be provided to staff across the MAT. 	SENDCO	Medium		