Accessibility Plan
2024-2026
School: Oughtrington Primary school

Oughtrington Primary School

Lymm

Cheshire

WA13 9EH

01925 752 086

Oughtrington.office@thebeamtrust.co.uk

Oughtringtoncps.co.uk

Accessibility Audit and Plan 2024-2026

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

Oughtrington Primary school is committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers 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 develop a culture of awareness, celebrating diversity and inclusion through our teaching, modelling, curriculum and interaction with our school community and wider connections. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We value the partnership between home and school and the importance of developing and working closely with all available external professionals and services. This plan will be made available online on the school website, and paper copies are available upon request.

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. Oughtrington Primary School is a relatively old building built over two floors and has changes in levels, steps and stairs. The school will take all reasonable measures to ensure access. However, financial, practical and design constraints do apply.

This Audit and Plan covers all three main strands of the planning duty:

Physical access – improving the extent to which disabled students are able to take advantage of education and intervention.

The physical environment includes things such as 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, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way finding systems.

Physical aids to access education cover things such as electronic equipment, enlarged screens or keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills such as specialist pens and pencils.

Learning Access – increase the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments made to support the access to education and intervention will be dependent on individual needs.

Access to information – improving the delivery of information to students with disabilities.

Any students requiring additional support are clearly identified on entry to OughtringtonCommunity Primary School and throughout their career. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

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.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Aim: 1. Increase access to the curriculum for pupils with a Disability. 1:1 Quality Assurance Learning and Teaching	Our school offers an inclusive curriculum for all our pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a special educational needs or disability-Graduated approaches	To ensure that all lessons continue to be inclusive for all learners. To ensure that graduated approaches and target sheets are reviewed termly and SMART targets are	SLT monitoring through learning walks, book looks and Planning for Progress and Provision meetings (PP meetings). Staff training on using technologies including iPads. Staff training through	**SLT** **SENCO** **Curriculum leaders where needed**	**Termly**	Feedback from observations and PP meetings show that children with barriers to learning are making progress from their starting points. Teaching teams are confident about how technology can aid

	Termly targets are created with the SENCo and teaching staff for those children with an EHC plan to help meet their EHC plan targets and to help monitor progress.

All interventions are research based and of high quality. They are monitored termly and assessed by the teaching staff, curriculum leads and SENCo.

We use a range of technology to enable learners to become increasingly more independent to access their learning within the classroom.

We encourage the use of visuals and concrete objects in all our learning to support all individual learning needs.

Thought is given to the needs of a class when setting up a classroom for the year, for example additional space for movement, workstations and to support those children with a visual or hearing impairment.

The curriculum is regularly reviewed to ensure it meets the needs of all pupils.

We seek advice from specialist agencies such as Occupational Therapy, Speech and Language Therapy, Sensory Support Team and Educational Psychology.

Visits and visitors are planned around the individual needs of the class. | set by teaching staff for those with an EHC plan.

To continue to train staff to run a range of high quality interventions.

To develop the use of technology to support independence in all classrooms – Clicker software, Nessy, Dynamo maths

To increase the use of visuals and ensure that our classrooms are communication friendly (including using strategies developed by the Speech and Language therapist).

To continue to monitor the whole school environment to ensure that it meets the needs of all children.

To continue to provide support from outside agencies to our pupils, parents/carers, teachers and support | weekly staff meetings and outside agency support.

Targeted training in areas of need and for specific children.

Embed the use of technology (Communication in Print & Clicker software) to support learning and access to the curriculum in the classroom.

Environmental audits completed throughout the year to highlight any improvements/adjustments that would make them more accessible for all pupils.

SEND drop in's arranged for teaching staff and TA's termly by SENCo's to discuss any support and needs within individual class rooms. | | Team Teach training 2024 | independence and support progress in the classroom.

Visual timetables actively used in all classes, visuals used in all lessons to support understanding.

Teaching teams are knowledgeable about SEND and medical needs and have a range of strategies to support children with barriers to learning.

Behaviour is managed in a safe way using Positive Handling techniques which certain members of staff are trained in. |

	Medical conditions are well managed within classroom teams, by the senior leadership team, medical lead and by all lunch time staff. Regular training is provided for all teaching and support staff about barriers to learning and effective ways to support additional learning and medical needs. Dyslexic friendly strategies are used throughout the school using buff paper to support learning. Visual stress strategies are embedded in the school through use of colour overlays and visual support Sensory strategies are used within the classroom to support children with sensory needs, ASC and ADHD and there is a sensory learning wall which is accessible to whole school. Early identification tools are used to assess learning difficulties and to seek outside professional support e.g. Snap questionnaires, SNAP, Lexplore	staff. To ensure training in SEND and managing children's medical needs continues to have a high profile across the school.				
Aim 2: Improve and maintain access to the physical learning environment in school and the wider environment.	Oughtrington primary school is on one floor and is accessible to wheel chair users. No stairs obstruct entrances or exits. The front playground is accessible to all and has no obstructions. The field and forest area is monitored by play staff and has a path around	To reduce the probability of accidents in the Playground. To ensure classrooms and environment continue to be safe and accessible to all learners and particularly those with	Review classroom layout to ensure clear classroom pathways are created and free from trip hazards. School to continue to develop a lock down and fire drill procedure for the whole school to ensure it is accessible to all children with additional needs.	**SLT**	**Termly**	Injuries and accidents are reduced. All accessible toilets are alarmed and linked. All classrooms and learning environments are easily accessible and reflect the needs of all children/adults in the class.

| . | the area that can be accessible to wheel chairs.

The school's main entrance is accessible to support those with a physical disability, in a wheelchair or walker to access the school office and rest of the school

We keep all areas of the school free from clutter and obstructions.

Where a child or adult's short or long terms needs are such that they are unable to safely access the environment at Oughtrington thought will be given to which classroom/room best suits the needs for that person or child. An alternative placement may be sought at one of our partner schools if their environment is more accessible.

Our accessible toilets are located close to the school office and by the reception classroom.

Thought is given to the needs of a class when setting up a classroom for the year, for example additional space for movement and workstations.

The playground is regularly monitored and assessed. It is well maintained and upgraded to reduce the number of potholes and uneven areas.

Staff with medical needs or a registered disability are able to apply for a parking permit to | VI and hearing impairment.

All accessible toilets are alarmed.

To ensure that PEEPs meet the needs of all children / staff that requires them.

To ensure, that all children are included in school visits and any enrichment activities.

Lunch times will continue to develop children's social communication skills through Opal leaders and support. | Continue maintenance with the gardening around the playground to remove nettles and thorns.

Play equipment to continue to be quality assessed to ensure it is safe for all pupils.

Sand pit to be covered to avoid contamination. | **Maintenance team / Opal play**

Maintenance team/ Opal play | | There are clear procedures in school for fire alarms and a lock down evacuation procedure. |

| | enable them to access the building quickly and easily.

All staff and/or children with short or long term accessibility difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.

Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For Educational visits, an individual risk assessment outlining adjustments and staffing
(if required) is drawn up and agreed with parents/carers via Evolve.

We have a portable hearing aid device from the visual sensory department to support those children with a hearing impairment.
The sensory, visual impairment and hearing impairment team are in regularly to review the needs of individual children and to support the school environment where needed.

Visual aid tape has been used to support those children with a visual impairment access the different areas of the school confidently. | | | | | |
|---|---|---|---|---|---|---|
| Aim 3:
Ensure all communication is accessible to all children and adults | Information and newsletters are easily translated via a link on the website.
Visuals are widely used in all classrooms. | To raise the achievement of children who are in the
early stages of English
language acquisition | Training and access to resources for staff on language rich classrooms, early language development and children with English as an additional language and | **SENCo**

SLT | **On-going** | Improved outcomes for children in English particularly at the higher levels is evident.

Teachers and school staff feel confident to |

				Subject leaders where appropriate.		
	The software 'Communication in print' is available to all staff to use as an additional form of communication. Google translate is used widely to support those learners who have difficulty recording their ideas or writing. Classroom resources are labelled, using visuals, appropriate font, size and colours and reflect the needs of the class. Resources reflect the individual needs of the child and will be sourced in line with guidance. Bilingual books are provided in the classrooms/ library to support the learning of English alongside the child's mother tongue. Early assessment of language through Speech links is used to ensure the right intervention and provision is put in place. Daily Speech and language interventions are run to support those children with a speech and language program. School use the 'Dojo' software to help share school information to all families and this can be translated via a link.	or have had limited exposure to language and vocabulary. To continue to develop and extend resources to support those learners who are in the early stages of English language acquisition, have had limited exposure to language and vocabulary or have a speech and language disorder. To ensure that classroom resources are personalised and meet the needs of those children who require them. Children settle quickly into school and achieve well based on their starting points.	support from external professionals such as SALT. Immersion and opportunities for children to be exposed to high quality language and models of good language. Ensure resources meet the needs of children who are in the early stages of English language acquisition or have had limited exposure to language and vocabulary. Induction and good transition plan. School actively promotes and celebrates the language, culture and background of the child so that they feel valued and accepted.			support children/adults in early language development. Resources meet the needs of our children and families. Families and our community feel included, recognised and enabled by the school.

Accessibility plan Audit:

ITEM	ISSUE	YES	NO	N/A	ACTION PLAN
1	Is furniture and equipment selected, adjusted and located appropriately?	√			
2	Are pathways and routes logical and well signed?	√			Further improve by using communication in print signs
3	Do you have emergency and evacuation procedures to alert all students?	√			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	√			
5	Do furniture layouts within the classroom allow easy movement for students with disabilities?	√			
6	Are quiet rooms/calming rooms available to children who need this facility?	√			
7	Are car parking spaces reserved for disabled people near the main entrance?	√			
8	Are there any barriers to easy movement around the site and to the main entrance?		√		
9	Are steps needed for access to the main entrance?			√	
10	Do all those steps have contrasting edging?	√			
11	If there are steps, is a ramp provided to access the main entrance?			√	
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			√	
13	Is it possible for a wheelchair user to get through the principal door unaided?	√			
14	If no, is an alternative wheelchair accessible entrance provided?			√	
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?			√	
16	Do all internal doors allow a wheelchair user to get through unaided?	√			
17	Do all the corridors have a clear, unobstructed width of 1.2m?	√			

18	Does each corridor/block/building have a wheelchair accessible toilet?	√			
19	Does the relevant block have accessible changing rooms/shower facilities?	√			
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?			√	
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?			√	
22	Is there a continuous handrail on each internal stair flight and landing?			√	
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.			√	
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	√			
25	Are non-visual guides used to assist people to use the buildings?	√			
26	Could any of the décor be confusing or disorientating for students with disabilities?		√		
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	√			
28	Is a hearing induction loop available (either fixed or portable) in the school?	√			

Learning access and audit

ITEM	ISSUE	YES	NO	N/A	ACTION PLAN
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	√			
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	√			
3	Do all staff seek to remove all barriers to learning and participation?		**On-going**		This continues to be on the SENCo action plan as an area of improvement. On-going support is needed with using scaffolds within the classroom.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		**On-going**		This continues to be on the SENCo action plan as an area of improvement. On-going support is being provided to class teachers to support the SENC needs in their classrooms.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	. √			
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	√			
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?		**On-going**		This continues to be on the SENCo action plan as an area of improvement. On-going support is being provided to class teachers to support the SENC needs in their classrooms.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	√			
9	Do you provide access to appropriate technology for those with disabilities?	√			Continuing to adapt this area by looking into a range of different software.

Information access and audit plan

ITEM	ISSUE	YES	NO	N/A	ACTION PLAN
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	√			
2	Do you have the facilities such as IT to produce written information in different formats?	√			
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	√			Continue to develop communication with students and parents who have an ECH plan through planning regular IEP meetings.