



Overfields Primary School

Accessibility Policy

Plan Duration: 2025–2028

Review Cycle: Every 3 Years

Annual Monitoring by: Head teacher, Local Academy Committee, SENDCO and SLT

Contents:

Statement of intent

1. Legal framework
2. Definition
3. Roles and responsibilities
4. Accessibility Plan
5. Equal opportunities
6. Admissions
7. Curriculum
8. Physical environment
9. Monitoring and review

Appendices

- a) Accessibility Plan

Statement of intent

Overfields Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be always implemented and adhered to by all staff members, pupils, parents/carers and visitors.

Legal framework

1.1 This policy has due regard to all relevant legislation, including but not limited to:

- **Equality Act 2010**, including the Public Sector Equality Duty
- **Equality Act 2010 (Specific Duties) Regulations 2011**
- **Children and Families Act 2014**
- **Special Educational Needs and Disability Regulations 2014**
- **Education Act 1996**
- **Education and Inspections Act 2006**
- **Human Rights Act 1998**
- **United Nations Convention on the Rights of the Child**
- **United Nations Convention on the Rights of Persons with Disabilities**
-

1.2 This policy also has regard to statutory and non-statutory guidance, including but not limited to:

- **DfE: *Equality Act 2010: advice for schools*** (latest version)
- **DfE: *SEND Code of Practice: 0–25 years*** (2015, current statutory guidance)
- **DfE: *Keeping Children Safe in Education*** (where accessibility impacts safeguarding and inclusion)
- **Ofsted: *School Inspection Handbook*** (current framework)
-

1.3 This policy operates in conjunction with the following school policies and documents:

- Equality Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- School Improvement Plan

Definition

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.
- 2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The headteacher, in conjunction with the Local Academy Committee or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The Local Academy Committee, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The full Local Academy Committee will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 3.6. The headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 3.7. During a new pupil's induction at Overfields Primary School, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 3.9. The headteacher, Local Academy Committee and senior leadership team (SLT) will with the Trust and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The special educational needs and disabilities leader (SENCO) will work closely with the headteacher and Local Governing Body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- 3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer inhalers.

Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.
- 4.2. The Accessibility Plan will be presented as part of this policy (Appendix 1)
- 4.3. Overfields Primary School's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
 - To increase the extent to which pupils with disabilities can participate in the curriculum
 - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three-year period.
- 4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.10. Overfields Primary School will collaborate with Ironstone Academy Trust to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the Local Governing Body and SENCO every three years or as required when a pupil joins the school.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary to help the school provide adequate support to pupils with disabilities.

Equal opportunities

- 5.1. Overfields Primary School strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. Overfields Primary School is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers that are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 5.6. Overfields Primary School will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

- 6.1. Overfields Primary School will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.
- 6.4. Overfields Primary School will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.5. All pupils, including those with SEND, will have appropriate access to all the opportunities available to any member of the school community.
- 6.6. Information will be obtained on future pupils to facilitate advanced planning.
- 6.7. Prospective parents/carers of EHCP pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school to discuss the pupil's specific needs.

7. Curriculum

- 7.1. Overfields Primary School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to his or her disabilities or impairments.
- 7.3. Overfields Primary School aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The class teacher and the SENCO will work together to adapt a pupil's SEND Support Plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff to aid teaching, e.g. SEND Support Plans
- 7.10. Specialist resources are available for pupils with visual impairments, such a large print reading book.
- 7.11. Learning support assistants are deployed to implement specific English, Maths and speech programmes.

8. Physical environment

- 8.1. The school takes all reasonable steps to ensure access to all areas of the premises for all stakeholders.
- 8.2. The school has toilet facilities suitable for people with disabilities that are fitted with a handrail.
- 8.3. Provisions can be made for nappy changing.
- 8.4. Wide doors are fitted throughout the school to allow for wheelchair access.

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The Local Academy Committee and headteacher will review the policy in collaboration with the SENDCO's support.
- 9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.

Appendix 1 : Overfields Primary School Accessibility Plan January 2026

Increase the extent to which pupils with disabilities an participate in the curriculum.

Current Good Practice

The school currently ensures that all of its pupils, including those with disabilities, are able to access all curriculum areas, after school clubs and residential. This inclusive approach aligns with the school's vision and values, which prioritise ensuring every child can thrive and reach their full potential.

There are no time frames on these objectives as support would be put in place as needs arise.

<u>Objective</u>	<u>Actions to be taken</u>	<u>Success criteria</u>	<u>Responsibility</u>
Enhance staff training on supporting pupils with disabilities	Provide comprehensive training for all teaching staff on effective strategies for adapting the curriculum and teaching methods to meet the needs of pupils with a range of disabilities. Ensure all support staff receive training on providing tailored assistance to disabled pupils in accessing the curriculum.	All teaching staff demonstrate confidence in effective use of strategies to support disabled pupils in the classroom. Support staff are skilled in providing targeted assistance to enable disabled pupils to fully participate in lessons.	SENCO / SLT
Improve the accessibility of curriculum resources and materials	Review all curriculum resources and materials to identify and address any barriers to accessibility. Invest in new resources, such as enlarged texts, modified equipment and assistive technology to enhance accessibility. Ensure all digital resources are compatible with screen Readers and other assistive technologies.	All curriculum resources and materials are fully accessible to disabled pupils. Disabled pupils report increased ease of access and engagement with curriculum content.	Curriculum leads
Expand the range of extra-curricular activities accessible to disabled pupils	Audit the current extra-curricular activities on offer to identify any barriers to participation for disabled pupils. Develop new clubs and activities which are specifically designed to be accessible and inclusive. Provide additional support, such as one-to-one assistance, to enable disabled pupils to participate in a wider range of extra- curricular activities.	A broader range of extra-curricular activities are accessible to disabled pupil Disabled pupils report increased participation and enjoyment of opportunities offered.	

Improve the Availability of Accessible Information to Pupils with Disabilities..

Current Good Practice

The school's website is fully accessible, ensuring that all pupils and their parents , including those with disabilities, can easily access the information provided.

<u>Objective</u>	<u>Actions to be taken</u>	<u>Success criteria</u>	<u>Responsibility</u>
Provide information in alternative formats upon request.	Develop a clear process for pupils or parents/carers to request information in alternative formats such as Large print, digital, audio, interpreter. Ensure all staff are aware of the process to signpost.	A clear process is in place and communicated to the school community All requests for information in alternative formats are met within a reasonable timeframe.	SENCO
Improve access to information for pupils	Provide text in large print, on coloured paper or use simplified or audio versions of materials Use appropriate systems for supporting pupils with hearing impairments e.g. audio loops	Pupils able to access the full curriculum independently	
Improve the accessibility of electronic communications	Review the accessibility of the school's email communications, app messages, newsletters and other electronic documents. Ensure all electronic communications are compatible with screen readers and other assistive technologies. Provide guidance to staff on creating accessible electronic documents	All electronic communications are accessible to pupils with visual impairments or other disabilities. Staff receive guidance and training on creating accessible documents	IT IT
	Where remote learning is required, ensure resources are appropriately adapted for SEND learners or pupils with disabilities.	All families access digital information without barriers	
Enhance the accessibility of the school website	Review the website to identify any areas that may be difficult to navigate or access for pupils with disabilities Implement additional accessibility features, such as text to speech functionality and keyboard navigation.	The school website is WCAG 2.1 AA compliant Feedback from pupils and parents/ carers indicates the website is easy to use and access for those with disabilities.	Website administrator

Improving Access to the Physical Environment for pupils with disabilities

Current Good Practice

The school currently has a good level of accessibility for pupils and parents/carers with disabilities. The school building has wheelchair access. There is a disabled pupil toilet and we have access on site to a disabled adult toilet. There are designated disabled parking spaces at the front of the building . The whole internal building is on one level. A number of outer doors have ramp access.

<u>Objective</u>	<u>Actions to be taken</u>	<u>Success criteria</u>	<u>Responsibility</u>
Improve access to toilet and hygiene facilities	<p>Provide step-stools for children where needed</p> <p>Develop intimate care plans, in collaboration with parents, for pupils who require regular support with this to ensure privacy and dignity.</p>	<p>Hygiene needs are met , appropriately and safely.</p> <p>Individual risk assessment in place if required</p> <p>Pupils intimate care needs are appropriately and sensitively met. Staff feel confident when Supporting with intimate care needs.</p>	SLT
Ensure whole school facilities are accessible to disabled pupils	<p>Purchase and use of smaller table and chairs for lunchtimes in hall</p>	Eating school lunch is managed safely	SLT
	<p>Produce PEEP (Personal Emergency Evacuation Plan) for identified pupils to ensure the safe evacuation of these pupils from school building.</p> <p>Teachers to consider seating arrangements for Individual pupils to ensure accessibility.</p>	Safe evacuation achieved. PEEPS up to date.	HT
Provide training for staff on supporting pupils with disabilities	<p>Arrange relevant training sessions for all staff on supporting pupil's with a range of disabilities</p> <p>Ensure staff are confident in implementing reasonable adjustments and accommodations</p>	Staff feedback indicates increased confidence and skills	
	<p>Share information about individual pupils with all staff, including outdoor learning and PE providers (eg physical needs, medical needs) to ensure Understanding of the support required.</p>	All pupils participate in Physical activities safely and have appropriate support	PE Lead