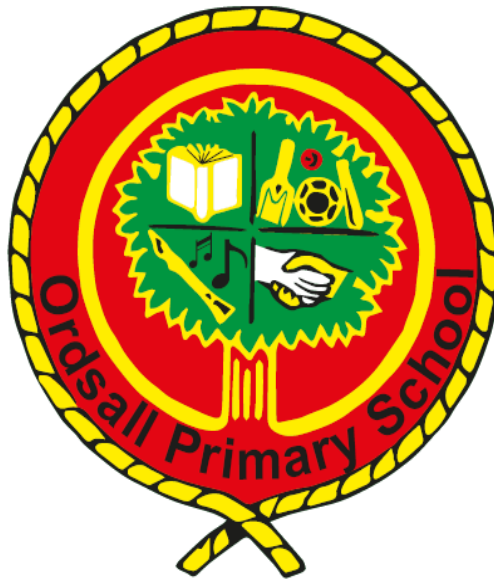




Play, Learn and Grow...Together!

Ordsall Primary School

Accessibility Plan 2024-27

Date reviewed: June 2024

Reviewed by: Kerry Moss (SENCO) & Tracy Rollison (SEND Manager)

Approved by: Governing Body

Next review: June 2027

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Statement of intent

This plan outlines how Ordsall Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to review current actions, as well as to identify new actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Issue	What	Who	When	Expected Outcome & Review (summer 2025, summer 2026, summer 2027)
Curriculum is not representative of modern-day society in Great Britain	Audit of the curriculum Creation of RESPECT curriculum	Headteacher RESPECT team Subject leads	Spring 2025 Summer 2027	Curriculum, resources and displays are representative of modern-day society in Great Britain, including people with SEND. Good progress has been made. The curriculum has been audited and the introduction of the RESPECT curriculum has strengthened pupils' understanding of diversity and inclusion. This is now more explicitly taught across the school, though further embedding across all subjects remains a priority. Good progress has been made. The curriculum has been audited and the RESPECT curriculum has strengthened pupils' understanding of diversity, inclusion and protected characteristics. Subject leaders have begun embedding these themes within individual curriculum areas, and learning environments increasingly reflect the diversity of modern Britain, including positive representation of people with disabilities and SEND. The next phase is to ensure this representation is consistently evident across all curriculum subjects and regularly reviewed.

Pupils with different SEND needs join the school and staff members do not have the skills to support these pupils	Annual training cycle that includes SEND as specific training as identified	Headteacher External advisors SENCO	Ongoing	Staff members have the skills to support pupils with SEND. Ongoing progress. Staff have engaged in regular SEND training, with additional support from the SENCO and external advisors. Staff confidence is improving, although continued responsive training is required to meet the evolving needs of pupils. Good progress has been made. Staff have accessed a wide range of SEND training, including bespoke support delivered by the SENCO and external professionals. Staff confidence has increased and classroom practice increasingly reflects adaptive approaches. As the profile of pupils changes over time, the training programme will continue to respond to emerging needs and best practice.
All school trips to be accessible to all pupils, including those with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers SENCO EVC	Ongoing	Planning of school trips considers pupils with SEND. Strong progress. Planning for trips consistently takes account of the needs of pupils with SEND, with appropriate adaptations and support in place. As a result, pupils are able to access a wide range of experiences. This remains a significant strength. Planning for educational visits routinely considers the individual needs of pupils with SEND, including appropriate staffing, risk assessments

				and reasonable adjustments. As a result, pupils access a rich programme of visits, residentials and enrichment opportunities with very few barriers to participation.
The curriculum, including extracurricular activities, being accessible for all pupils, including those with SEND	Differentiated planning across the curriculum where required Individual timetables and curriculum where required Inclusion of all children that are not on track to reach age-related expectation in reading/phonics in daily intervention Creation of a purpose-built sensory room to support identified children in keeping regulated	SENCO SEND Manager Class teachers	Ongoing Ongoing Spring 2025 Spring 2026	Pupils with SEND can access lessons and the extracurricular offer. Good progress. Adaptations, targeted interventions and individualised support are in place to support access to the curriculum. The development of a sensory space has further strengthened provision. Continued focus is needed on ensuring consistency in adaptive teaching across all subjects. Good progress has been made. Adaptive teaching strategies, targeted interventions and personalised support enable pupils with SEND to access learning alongside their peers. The purpose-built sensory room has significantly enhanced the school's ability to support pupils' sensory regulation and emotional wellbeing. Pupils with SEND also participate fully in the school's extensive enrichment programme through additional staffing and bespoke support where required. 101 enrichment club places were accessed by pupils with SEND, with 32 different pupils with SEND attending at least one club. The next priority is to continue strengthening the consistency of adaptive

				teaching across all curriculum subjects and further evaluate the impact of interventions on pupil outcomes.
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Planning duty 2: Physical environment

Issue	What	Who	When	Expected Outcome & Review (summer 2025, summer 2026, summer 2027)
The school bungalow is not accessible	Make the bungalow accessible through the installation of a ramp or similar	Headteacher SENCO	Summer 2025	All visitors have full access to all the school buildings. Progress underway. Planning for improving access to the bungalow has taken place, with consideration given to the most appropriate solution (e.g. ramp installation). This remains a priority to ensure full accessibility for all visitors, with completion targeted within the planned timeframe. The installation of an accessible ramp has improved access to the bungalow, enabling pupils, staff and visitors with mobility needs to enter the building safely and independently. The effectiveness of the adaptation will continue to be monitored as part of routine site reviews.
Access arrangements and logistics for school events	Continue to provide support and adaptations as necessary, such as reserved seating, for school events	All staff	Ongoing	All visitors have access to school events, such as Sports Days and concerts. Strong and ongoing practice. Appropriate adaptations, such as reserved seating and flexible arrangements, are consistently in place for

				school events. This ensures that all visitors are able to access and participate in events such as Sports Days and performances. This continues to be a strength. Staff routinely consider accessibility when planning school events and make appropriate reasonable adjustments, including reserved seating, accessible viewing areas, flexible arrival arrangements and additional support where required. These arrangements have enabled families and visitors with a range of access needs to attend and enjoy events such as Sports Days, performances, OrdFest and celebration assemblies with minimal barriers to participation.
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Planning duty 3: Information

Issue	What	Who	When	Expected Outcome & Review (summer 2025, summer 2026, summer 2027)
Written and electronic information may not be accessible to all parents and carers	School office to continue to support parents and carers to access information (written and electronic) and complete forms when needed Letters and important information to be shared on the school website so the translate	School business manager Administration assistants Class teachers	Ongoing Spring 2025	Written and electronic information is fully accessible to parents and carers. Good progress. The school office continues to provide support for parents and carers in accessing information and completing forms where needed. Key communications are routinely shared via the school website, enabling use of translation tools to

	function can be used			improve accessibility. This has strengthened access for many families, although ongoing support remains important to ensure all parents and carers can fully engage with school communication. Good progress has been made. The school office continues to provide personalised support for parents and carers who require assistance accessing information, completing forms or using online systems. Key communications are routinely published on the school website, allowing families to make use of translation tools and browser accessibility features where appropriate. Staff also provide additional support and alternative communication methods when required, helping to reduce barriers to communication. The school will continue to review its communication methods to ensure information remains accessible to all members of the school community.
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Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.