

# Accessibility Plan

(2025-2028)



# Orgill Primary School

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## **Orgill Primary School's duties around accessibility for disabled students (and those with a short-term access need):**

Orgill Primary School asserts its commitment to equal opportunities and inclusion. This plan should be considered alongside the following documents:

- Equalities Information
- Special Educational Needs Policy
- SEND Information Report

### **Aims**

Schools are required under paragraph 3 of schedule 10 to the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- To increase the extent to which disabled students can participate in the curriculum by ensuring that the teaching and learning environment and the resources used are suitable for all staff and students, tailoring the requirements to suit individual needs.
- To improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible information to disabled students.
- To provide training to all staff regarding the needs of disabled students in order to enable them to enjoy the school experience as fully as possible.
- To ensure access to education for disabled students.

Orgill Primary School aims to treat all of its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

### **Orgill Primary School rights and responsibilities**

The school's rights and responsibilities are:

- The right to be **safe**
- The right to **learn** and
- The right to **respect**

Orgill Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The plan will be made available online on the school website, and paper copies are available upon request.

### Legislation and guidance

This document meets the requirements 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. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil: in relation to admissions, in the way it provides education for pupils, in the way it provides pupil's access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment

'The Equality Act 2010 and schools' Departmental advice for school leaders, school staff, governing bodies and local authorities' May 2014 states:

"The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. It will be for schools to consider the reasonableness of adjustments based on the circumstances of each case. However, 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."

### **Considerations**

This plan considers the following areas:

- Increasing the extent to which disabled students can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- Improving the physical environment of the school, such as ramps and handrails, as well as physical aids to access education such as ICT equipment.

- Enhancing the environment so that it meets the needs of all students and ensures that they have access to all aspects of education.
- Providing communication in an appropriate format to all students. Material will be provided in a reasonable period of time and in a format that takes account of parental or student's preference, such as Braille, large print and the provision of information orally.

### Participation in the School curriculum:

- The school's SEND policy ensures that staff identify, assess, arrange, monitor and review suitable provision for students with disabilities and special educational needs. This will follow the Graduated Approach of assess, plan, do, review. Key Stage Leaders manage the Statutory Assessment processes and ensure additional resources are available where appropriate.
- The pastoral team provide additional support for students and support teachers in implementing strategies for improving students' behaviour and access to learning.
- The school works in close partnership with families
- The school also works with specialist services including:
  - Specialist Advisory Teacher for Communication and Interaction
  - Specialist Advisory Teacher for Physical and Medical Conditions
  - Specialist Advisory Teacher for Blind and Visual Impairment
  - Specialist Advisory Teacher for Deaf and Hearing Impairment
  - Educational Psychology Service
  - Barnardos
  - Local GP practices
  - Community Paediatrician
  - Dietician
  - Occupational Therapy
  - Physiotherapy
  - Speech and Language Therapy Services
  - Diabetes Nursing Team
  - Epilepsy Nursing Team
  - E-School Nursing Team
  - Health Visitors

**Annex 1 - Accessibility Action Plan**

Access	Issue	Action	People / Resources	Timescale	Success Criteria	Monitoring
Improvements in access to the curriculum	Ensure appropriate deployment of support staff	-Review needs of students and match support staff to meet needs of student, considering staff expertise.	Headteacher Deputy Headteacher  SENDCo	As appropriate, adjustments will be made	-Increased access to the curriculum  -Needs of all students met	-SLT observations & learning walks  -IEP reviews
	Ensure high quality teaching through CPD (including adaptation, use of support staff) for all to improve disabled students' access	-Deliver staff training within school or source relevant training courses.	Headteacher Deputy Headteacher  SENDCo	Regular programme of CPD is delivered	-Increased access to the curriculum  -Needs of all students met	
	Appropriate use of specialised equipment to benefit individual students and staff	-Identified specialist equipment will be purchased and used where a need is identified by Physio, Occupational Therapist or other professional.	SENDCo	As appropriate	-Increased access to the curriculum  -Needs of all students met	-SLT
	Appropriate use of colour schemes to benefit students with visual impairments	-Appropriate backgrounds and colour schemes used on personal iPads.  -Resources and assessments printed /copied onto appropriate coloured paper.	SENDCo Class Teachers	As appropriate but with yearly updates for new students.  Colour preferences re-screened as appropriate.	-Increased access to the curriculum  -Needs of all students met	-SLT  -IEP reviews
	Appropriate use of personalised recommendations (from the Blind and Visual Impairment Specialist Advisory Teacher) to benefit students with visual impairments	-Screen mirroring from large classroom screens to personal iPads  - Access to exercise books with darkened lines and larger line spacing  - Access to individual copies of core texts and resources printed to individual specifications (such as font style, font size and line spacing)	SENDCo Class Teachers	As appropriate but with yearly updates for identified students.	-Increased access to the curriculum -Needs of all students met	

	-Where necessary and appropriate, adjustments will be made to internal and external environment.				
Increased staff awareness of disability issues by having regular staff training.	-Where need arises, arrange for individual, groups or whole staff training in order to meet the needs of all students: -Support Staff Training -MDA training -Staff meetings	Headteacher Deputy Headteacher  SENDCo	As appropriate	-Increased understanding of student needs meaning adjustments are made leading to increased access to the curriculum and needs of all students met.	-Headteacher -SLT
	-System in place to enable staff to raise concerns of potential barriers to learning through inaccessibility.			-Any identified potential barriers are discussed and actioned.	
Access arrangements – Ensure that appropriate arrangements are provided to allow all students (including those with temporary injuries) to access both	-Assessment tools used to identify and evidence potential barriers.  -Applications made within published times.	Key Stage Leaders	As appropriate	-All students access assessments without changing the demands of the assessment.	-SLT
internal and external assessments.					
Transition – ensure early sharing of information to make necessary adjustments.	-Ensure attendance at Annual Review for children with an EHCP transitioning to/from the school.	SENDCo  All staff	As appropriate	-Increased access to the curriculum  -Needs of all students met	-SLT
	-Ensure staff at previous setting are asked to identify additional needs.				
School trips – Are planned to ensure, where reasonable, the participation of the whole range of students.	-Risk assessments for trips need to identify any adjustments that need to be made in order to allow all students to access the full curriculum experience.	All staff	As appropriate	-Increased access to the curriculum  -Needs of all students met	-SLT
Classrooms - Are organised to promote the participation and independence of all students	-Ensure teachers make adjustments to classrooms in order to aid participation (E.g seating plans).	All staff	As appropriate to meet need	-Increased access to the curriculum  -Needs of all students met	-SLT -IEP Reviews

	Maintain safe access around exterior of school	-Ensure all pathways are kept clear of vegetation.	Business Manager	On-going	No reported incidents	SLT
	Ensure appropriate staff receive updates on correct use of equipment	Regular training for staff on correct use of equipment by Physio and Occupational Therapy.	Business Manager SENDCo	Updates as appropriate	-Identified staff can use designated equipment  -Needs of the student are met	SLT
	Provision of wheelchair accessible toilets with changing facilities	Maintain school wheelchair accessible toilets.	Business Manager	On-going		SLT
	Ensure safe emergency evacuation procedures are in place for students and visitors with disabilities.	-Ensure that a PEEP is implemented and maintained.  -Ensure relevant staff are aware of PEEP.	Business Manager SENDCo	As appropriate	Efficient and safe evacuation in an emergency.	SLT
Improvements in the provision of information in a range of formats for disabled students and visitors	Consult with parents when necessary to provide information in the appropriate format.	The school will make itself aware of the services available for converting written information into alternative formats.	Business Manager SENDCo	As need arises	All parents are able to access information	SLT

**Accessibility Action Plan**

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	<p>Appropriate use of colour schemes to benefit students with visual impairments</p>	<ul style="list-style-type: none"> <li>-Appropriate backgrounds and colour schemes used on personal iPads.</li> <li>-Resources and assessments printed /copied onto appropriate coloured paper.</li> </ul>	<p>SENDCo  Class Teachers</p>	<p>As appropriate but with yearly updates for new students.</p> <p>Colour preferences re-screened as appropriate.</p>	<p>-Increased access to the curriculum</p> <p>-Needs of all students met</p>	<p>-SLT</p> <p>-IEP reviews</p>
	<p>Appropriate use of personalised recommendations (from the Blind and Visual Impairment Specialist Advisory Teacher) to benefit students with visual impairments</p>	<ul style="list-style-type: none"> <li>-Screen mirroring from large classroom screens to personal iPads</li> <li>- Access to exercise books with darkened lines and larger line spacing</li> <li>- Access to individual copies of core texts and resources printed to individual specifications (such as font style, font size and line spacing)</li> </ul>	<p>SENDCo  Class Teachers</p>	<p>As appropriate but with yearly updates for identified students.</p>	<p>-Increased access to the curriculum</p> <p>-Needs of all students met</p>	



Dream, Believe, Achieve

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