Oldfield Accessibility Policy & Plan

Purpose of the Plan
The purpose of this plan is to show how Oldfield Primary School ensures our school is accessible for pupils with additional needs.

At Oldfield Primary School we are committed to ensuring ***equality*** of education and opportunity for all pupils, staff parents and carers irrespective of race, gender, disability, faith, religion, socio-economic background, sexual orientation, age or culture. Oldfield Primary

The school recognizes and undertakes the legal requirements imposed by the Equality Act 2010.

Legislation and guidance
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. Schools are required under the Equality Act 2010 to have an accessibility plan.

Oldfield's Accessibility Plan will:
1. Increase the extent to which SEND pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils.

Oldfield's Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Behaviour policy

- School improvement plan
- Equalities
- Health and Safety
- Administering medicine policy
- Allergies policy

Oldfield Primary School Accessibility Plan
2026-27

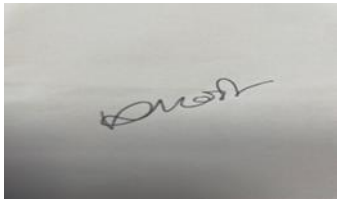
Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the Accessibility Plan is an annual item at the AGC meeting.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.	
To improve staff awareness of additional needs	Review staff training needs.	Whole school aware of issues.	On-going.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	
Through consultation with parents and relevant external agencies, where Oldfield is unable to meet the needs of a pupil, support and enable families to choose appropriate alternative provision	SENDCO to monitor accessibility and determine when needs are unable to be met.	Consult with families and external agencies to assess and determine if accessibility needs are being met and arrange alternative provision if	As required	
		necessary		
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	SLT and SENDCO to audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows. On risk assessment by HT	Modifications will be made to the school building to improve access.	Ongoing.	
To evaluate day and residential trips in light of current cohort.	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits and planning	All SEND pupils have the opportunity to attend all trips during their time at Oldfield Primary School.	Annually	

	required for residential stays if SEND children are attending.			
CURRICULUM				
To ensure the SEND, Medical register and information on children with additional needs are regularly updated.	Ensure SEND register reflects current pupils being supported. Add notes to SEND register on Insight with relevant developments. Ensure Medical register and Care plans are up-to-date on Insight. Liaise with parents and external agencies (e.g. pediatricians) to ensure we receive up to-date reports.	SEN and Medical needs are up-to-date. Teachers and LSAs are fully aware of the needs of children in their class.	SENDCO Ongoing	
To audit curriculum accessibility and reasonable adjustments	Complete an annual accessibility audit across all classes. Review barriers for pupils with physical, sensory, communication, cognition/learning and SEMH needs. Record required reasonable adjustments and follow up actions.	Audits show barriers are identified promptly; agreed adjustments are evident in classroom practice and pupil participation.	Autumn term annually	
To adapt PE lessons and physical activities to ensure full participation for all pupils	Review lessons and clubs offered with PE lead. Gather pupil voice. Provide CPD on inclusive strategies.	All children can participate in physical activities	Ongoing	
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCO to review the needs of children and provide training for staff as needed. SEE SDP	Staff are able to enable all children to access the curriculum.	On-going.	
To ensure that all children are able to access all out of school activities e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out of school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To ensure educational visits and enrichment are inclusive	Include accessibility at the earliest stage of trip, residential, club and event planning. Complete individual risk assessments and make reasonable adjustments, including transport, staffing, equipment and accessible alternatives where necessary.	Disabled pupils have equitable opportunities to participate and exclusions on accessibility grounds are minimised.	Annually	

To provide specialist equipment to promote participation in learning by all pupils.	The needs of the children in each class and provide equipment as needed, e.g: -To ensure iPads/ laptops are available to support children with difficulties. -Sloping boards for children with physical disabilities. -Coloured overlays or coloured paper for children with visual difficulties or dyslexia. - Kick bands for chairs and alternative seating. -Use of wobble cushions, weighted blankets, pencil grips, fidget tools. etc. Monitor and observe use of equipment E.g. Visual timetable, wobble cushions etc. Use Widgit subscription to make resources. Expand use of assistive technology (e.g. headphones, iPads, speech-to -text tools)	Children will develop independent learning skills.	Reviewed termly by the SENDCO.	
To strengthen adaptive teaching and universal provision	Maintain a clear ordinarily available provision offer. Use learning walks, planning scrutiny and pupil work to monitor visual supports, chunking, modelling, scaffolding, processing time, accessible recording and regulation strategies.	Pupils with SEND/disabilities can access learning with increasing independence; monitoring identifies.	On-going, termly by the SENDCO / Curriculum leads	
To use interventions appropriately to help children make progress in targeted areas and skills.	Deliver targeted interventions including Lego Therapy, ELSA and WellComm. Provide Little Wandle SEND and Fluency support interventions for the lowest 20% of readers. Provide regular sensory breaks throughout the day.	Children with SEND make progress in targeted areas	Ongoing	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	

To ensure assessment arrangements are accessible.	Identify normal ways of working and implement appropriate access arrangements for internal and statutory assessments in line with current guidance. Keep supporting evidence where required.	Eligible pupils receive appropriate arrangements and can demonstrate attainment without avoidable access barriers.	Ongoing; formal check each spring.	
To effective communications with nurseries and schools to provide a quality transition.	To identify pupils who may need additional to or different transition for September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs. SENDCo to continue positive relationship with Lancashire SEN team to ensure collaboration when transitioning a child with an EHCP. Reception teacher/s to visit nurseries prior to new children transitioning to Reception. Strong working relationships are established with the inclusion team to support early intervention within EYFS. Additional transition support is provided for pupils with SEND moving into secondary education. There is ongoing engagement with external agencies to ensure appropriate provision, including Speech and Language Therapy (SALT) and Occupational Therapy (OT).	Transition for children with SEND from Nurseries and other schools is smooth with adequate and appropriate resources and provision.	Termly	
To use the nurture room as breakout spaces for intervention and regulation.	Audit and design purposeful spaces across the school. Develop clear systems and routines for these spaces. Ensure environments are supportive e.g. calm, welcoming, low stimuli. Use designated spaces for targeted interventions e.g Nurture /emotional support. Promote independence of self-regulation through the use of Zones of Regulation.	Children have safe spaces to use in order to help regulate. Children have a calm space to access suitable interventions.	Ongoing	
WRITTEN / OTHER INFORMATION				

To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, due to accessibility, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	
To review documentation on website to check accessibility for parents.	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	All parents will be able to be aware of what is happening at school via the website.	Ongoing	


Denise Booth (Chair)

Reviewed September 2026
Next review September 2027