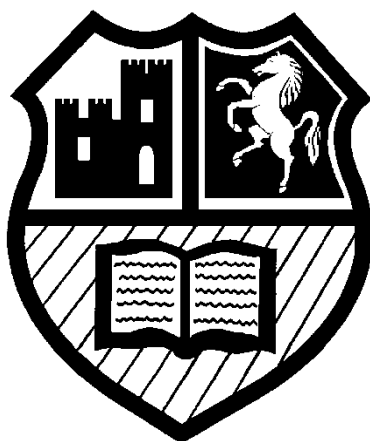


Otford Primary School



Accessibility Plan

Reviewed and Approved by FGB

Date: March 2026

For review: March 2029

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7
Appendix 1: Accessibility audit	8

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1. Aims

Schools are required under the Equality Act 2010 (updated May 2014) to have an accessibility plan. The Act defines disability as when a person has a physical or mental impairment which has a substantial long term adverse effect on that person’s ability to carry out normal day to day activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010,(updated May 2014) including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. If parents wish for any documentation to be translated in any way please do contact the school office and we will be happy to do so.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school

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.

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. Work in progress- highlighted in green= completed. Font in blue work in progress.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Our Inclusion team work closely under the guidance of Specialist teaching and learning services to ensure that pupils who require specialist support are able to access this and make good progress.</i></p>	<p>To produce a sensory room/ area for children who have extreme barriers to learning.</p> <p>(Short term)</p> <p>To support children with complex needs</p> <p>(Medium term)</p>	<p>Review current space in school and allocate funding- some already raised. Discuss with colleagues/ visit settings of other school.- Peaceful Pod in place to support children</p> <p>Regular termly meetings with LIFT team and STLS</p>	<p>SLT/ HT</p> <p>PW</p>	<p>Summer 2023- reviewed March 2026</p> <p>Ongoing</p>	<p>Children utilising space and making progress against prior barrier to learning.</p> <p>All children with complex needs gaining support from school/ outreach support</p>

	<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>					
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <i>Ramps</i> <i>Corridor width</i> <i>Disabled toilets and changing facilities</i> <i>Areas in the school dedicated to supporting children's mental health and well-being</i> 	<p>Complete full review of environment with Site Manager, HT and Governors including the ramp of the Music room- Short term</p> <p>PO to support HT when showing parents around site and highlight areas where environment has been adapted</p>	<p>Areas of concern addressed Governors aware</p> <p>Tours clearly focus on plans for Well Being Nurture Hub and also The Nest/ Counselling in place for the children</p>	<p>HT, PO</p> <p>HT and PO</p>	<p>Terms 1 and 2 completed</p> <p>Ongoing</p>	<p>Full accessibility enabled for all.</p> <p>Parents/ carers aware of provision in place at the start of their child's primary school experience.</p>
<p><i>Improve the delivery of information to pupils with a disability/ those</i></p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <i>Large print resources</i> 	<p><i>Ensure classes are fully inclusive and promote all children regardless of any physical and mental barriers</i></p>	<p><i>SLT to lead in assemblies delivering bespoke training to meet the need of the children in Otford.</i></p>	<p><i>SLT and PSHE lead</i></p>	<p><i>Term 1 2027</i></p>	<p><i>Children using Makaton – where necessary.</i></p> <p><i>Range of bespoke resources being used</i></p>

<p><i>who are vulnerable.</i></p>	<ul style="list-style-type: none"> • <i>Pictorial or symbolic representations</i> • <i>Adapted curriculum</i> 		<p><i>Well-being assemblies delivered to raise the profile of mental health</i></p> <p><i>Hold meetings with parents of children with a disability/ those who are vulnerable to see if there are any further adaptations the school can make to support the child. Liaise with outside agencies if needed.</i></p> <p><i>Improve signage and representation throughout the school</i></p>			<p><i>regularly in all classes/</i></p> <p><i>Pupils report feeling safe and included.</i></p> <p><i>Parents feel heard and adaptations in place in place in the curriculum and around the school.</i></p>
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary possibly annually .

It will be approved by the Governing Body/ HT.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

