



Charlton -on-Otmoor

Accessibility plan

Approved by:	FGB	Date: Jan 2024
Last reviewed on:	Oct 2024	
Next review due by:	Jan 2027	

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

At Charlton-on-Otmoor CE Primary School, we aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This is reflected in our school aims which are written with all children, including those with any disability, in mind.

Our aims;

- Create a happy, supportive and safe environment where children can become friends and learn to help each other.
- Set high expectations to enable children to become motivated, enthusiastic, independent learners.
- Encourage children to value their own, and others' successes.
- Inspire curiosity and challenge children in their thinking, encouraging them to have a 'can-do' attitude and to strive for continuous improvement.
- Treat children and others fairly, and with dignity and respect, to maintain an inclusive school culture.
- Foster self-discipline and independence, teaching children to make good choices and take responsibility for their actions.
- For children to show kindness, care and concern, and exercise goodwill toward others

All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

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

Charlton-on-Otmoor CE Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Fortnightly TA meetings and weekly teacher staff meetings also address children's current needs and how we are meeting them.

Our 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. This can be found on our school website.

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.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• We offer a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • There are opportunities for parents to update staff on any changes in children's ability to access the curriculum	• To identify all pupils who may need additional or different provision and make reasonable adjustments • To ensure staff are confident in delivering a differentiated curriculum	• Complete SEN descriptors / pupil profiles/ Thrive profiles • Early Years lead to communicate with previous childcare settings of children entering FSU to identify any needs • Ensure appropriate induction for new staff to identify any training needs • Regular TA/ staff meetings give staff time and opportunity to identify individual needs of children and themselves • Learning walks identify whether all children's needs are being catered for in the delivery of the curriculum.	SENDCo Headteacher Staff	Ongoing - throughout the year	Children of all abilities can access the curriculum without barriers and are making good progress Staff are confident in delivering a differentiated curriculum

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Level/flat entrances/ exits • lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	• The whole school is accessible to all • The school remains attractive and engaging to pupils	• Maintenance of the lift/ disabled toilet • Ensuring disabled parking is only used for those eligible • Ensure classrooms do not become over stimulating for pupils; keep colourful and hanging displays to a minimum	Headteacher Business manager Staff	Ongoing	The access needs of the pupils, staff and wider community are met.
Improve the delivery of information to pupils with a disability	We use a range of communication methods to make sure information is accessible. This includes: • Internal signage • Pictorial or symbolic representations • Adult support to explain instructions	• Children with disabilities can navigate their way through school, understand tasks set to them and can find resources to support their learning	• Staff to include colourful semantics as tool in teaching, displays • Staff to frequently self-evaluate their practice to ensure needs are being met and with new pupils entering school	Teachers SENDCO	Ongoing	Children with disabilities can be increasingly independent on their school day to access areas and their learning

4. Monitoring arrangements

This document will be reviewed every 3 years by the SENCO, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the headteacher.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy