

Ormsgill Nursery and Primary School

Accessibility Policy 2023-2024

Approved by	
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Statement of Intent

Ormsgill Nursery & Primary School is dedicated to preventing any significant disadvantage by working hand in hand with students, their families, and any relevant external organisations to eliminate potential obstacles to their education and wellbeing.

The school is passionate in fostering a diverse and welcoming atmosphere by ensuring each student has an equal chance to an education, develop social skills and enjoy their school experience. The school constantly seeks approaches to improve accessibility through gathering data, conducting surveys for parents/guardians, and through open dialogues.

Legal Guidance and Framework

Every school is required to have an accessibility plan under the 2010 Equality Act. All previous equality laws, including the DDA, were superseded by the Equality Act of 2010. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

Definitions

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objectives and Aims

The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.

The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Improvement Plan.

The accessibility plan for Ormsgill Nursery and Primary School outlines how, within a specified timescale, access will be enhanced for students with disabilities, staff, parents/caregivers, and visitors to the school.

The plan has the following aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities

Review and Evaluation

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in January 2027.

Should the plans/works not be completed in the time allotted for the Accessibility Plan, some of the elements will be carried over into later plans.

When it is practical, the Accessibility Plan will be used to gauge whether or not reasonable adjustments must be made to meet the needs of individuals with disabilities.

Target	Strategy	Outcome	Timeframe	Achievement
To ensure that all children study the topics covered in their year group at their learning level.	For planning in 'The Hive,' or for individual afternoon sessions, to reflect individual year group learning topics.	All children (including those with SEND) have access to the curriculum in line with their academic level.	3 years (December 2026)	
Oracy and vocabulary are prioritised as a whole school to support all pupils.	A range of communication aids used across school to ensure all children have access to oracy skills and a wider vocabulary. Whole school oracy initiatives (listening ladder, comprehension key questions).	Children have better access to vocabulary and improved oracy skills.	3 years (December 2026)	
For all children to access trips and visits as appropriate	When planning trips and visits, staff consider the needs of all pupils in their class.	All children access trips and visits as appropriate to their needs.	3 years (Decembers 2026)	

<p>Ensure staff (teachers and teaching assistants) have the skills and training to support children with additional needs.</p>	<p>Appraisals to identify gaps, fulfilled by SCMAT and outside training.</p>	<p>All staff (teachers and teaching assistants) acquire and have access to training to support children with needs.</p>	<p>3 years (December 2026)</p>	
<p>To ensure all written information is delivered in accessible ways to children, parents and staff.</p>	<p>Assess individual circumstances, send information home on paper if access to the internet is an issue.</p> <p>Large print worksheets, books and letters may also be produced where needed.</p> <p>Parents, children and staff have access to translated versions of letters.</p>	<p>Parents, staff and children have equal access to learning materials and letters/information.</p>	<p>3 years (December 2026)</p>	
<p>To measure progress effectively through the appropriate means depending on child's needs.</p>	<p>Connecting Steps attainment tool to measure progress effectively across different frameworks as appropriate.</p>	<p>See progress clearly for all pupils, including those with SEND.</p>	<p>3 years (December 2026)</p>	

<p>A strong emphasis on concrete and pictorial elements of maths curriculum to ensure the teaching of maths is progressive and accessible for all.</p>	<p>Staff and children to have access to concrete resources to support learning.</p> <p>Staff and children to have access to pictorial resources to support learning.</p>	<p>Children of all abilities to make progress in line with their abilities.</p>	<p>3 years (December 2026)</p>	
<p>We are committed to supporting the whole child and their social/emotional wellbeing to ensure they are ready to learn and successful in learning.</p>	<p>Strong pastoral support across school for teachers, parents and children.</p> <p>DESTY trained members of staff to implement interventions to support social/emotional wellbeing.</p> <p>A wealth of resources and outside agencies signposted and utilised within school to support teachers, parents and children.</p>	<p>For children, parents and staff to know that they have access to resources to support their social and emotional wellbeing.</p>	<p>3 years (December 2026)</p>	

