Overdale Infant School

Accessibility Plan

2026-2030

Approved by:	Governing Body
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VERSION NO.	DATE OF CHANGE	CHANGE SUMMARY	PAGE NO.
2	September 26	Comments about OIS being an inclusive school Action plan changes with new objectives Updated roles in monitoring section	2 4 – 7 8

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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

Overdale Infant 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.

Overdale Infant School is an inclusive school and promotes this through adaptive teaching strategies to support every child to make progress from their individual starting points. We have a specialist base on site and they are an integral part of school life.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including disability issues.

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

We are part of Oak Trust.

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 concerns.

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

In fulfilling our legal obligations and best practice aspirations, we are guided by nine principles:

- all pupils, their parents and carers, are of equal value;
- we recognise and respect difference - treating people equally does not mean treating everyone the same. Equality is about fair treatment and sometimes people have to be treated differently in order to make sure that things are fair;
- we foster positive attitudes and relationships and a shared sense of cohesion and belonging;
- we observe best equalities practice in staff recruitment, retention and development;
- we aim to reduce and remove inequalities and barriers that already exist;
- we consult and involve widely.
- we intend that society as a whole should benefit from our policies and activities, promoting greater social cohesion and participation in public life;
- we base our practices on sound evidence and information; and

- we formulate and publish our equality objectives at least every four years and our accessibility plan is reviewed at least every three years.

In practice, this means assessing the implications for people with particular protected characteristics when deciding; considering equality implications when developing policy and taking action; and integrating the public sector equality duty into the carrying out of our functions. In doing this, we keep each curriculum subject and teaching strategy under review to ensure that teaching and learning reflect the guiding principles set out above.

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, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We have included a range of stakeholders in the development of this accessibility plan, including parents, 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.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Target	Strategies	Timescale	What will success look like?
Increase access to the curriculum for pupils with a disability.	• Quality First Teaching • Instructional coaching to support effective teaching • Pupil progress meetings held termly • Intervention mapping reviewed termly • Assessments undertaken termly • Pupil Passports reviewed and shared termly • Live marking and feedback given to pupils • Parents meetings held as and when required • SENDCO monitoring progress • Use of adaptive teaching strategies. • Effective TA deployment and use of 'mirroring' strategy • Reasonable adjustments and scaffolds to support children access the task • Widgits to support understanding and language development	Throughout the 4 years	• Children will be happy and want to come to school • Staff will be confident to adapt lessons to support children before lessons and in the moment. • Fewer children on the SEND register with the focus 'keep up not catch up.' • Interventions used effectively to close gaps. • Termly assessments and Pupil Passport reviews will show the progress each child has made from their starting points towards agreed individual learning goals.
Improve and maintain access to the physical	•Ensure the school staff & Trustees are aware of access		• SEND objectives are in place for disabled pupils, and all staff are

environment	issues ('access' meaning 'access to' and 'access from') •Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process •Ensure staff and Trustees can access areas of school used for meetings •Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school •Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired •Communication in print around school to help children's understanding and visual recognition •Ongoing maintenance and identification by all staff to ensure school site is accessible to all •Communicate accessible routes to parents	As required	aware of pupils' needs. • All staff & Trustees are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change
Improve the delivery of information to pupils with a disability	•Braille if need •Use of widgits and AAC •Makaton signs •Communication and print •Dual coding on signs and labels •Avoid using white paper or red and green colour coding.	Ongoing as need arises	• All methods of communication are accessible to all children so they can access the curriculum.

Review PE curriculum to ensure PE is accessible to all pupils	•Review PE curriculum to include disability sports •Provide reasonable adjustments to support children access PE with a range of adapted equipment.	Annually	• All pupils have access to PE and are able to excel, for example via support from an adult or with adapted resources.
Ensure all staff have specific training on disability issues	•Identify training needs at regular meetings •AET Level 2 training	On-going	• Raised confidence of teaching and support staff in providing for the needs if individual children.
Pupil Voice	•Children are given opportunities to share their concerns, their views and their ideas using their preferred communication style •Reasonable adjustments are made as needed. •Ensure school council and leadership groups include a full representation of our school community.	On-going	• Children voice is heard and acted upon. • Children feel listened to. • Regular pupil surveys. • School council

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Head of School in conjunction with the Exeuctive Headteacher and SENDCo.

It will be approved by the Headteacher and the Governing Body. Governors will monitor the progress towards objectives during their visits to the school.

5. Links with other policies

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

- Health and safety policy
- Equalities Policy including objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy