

# Ouston Primary School

## Accessibility Plan 2025-2028



Review Date: Autumn Term 2025  
Reviewed by: Full Governing Body  
Next Review date: Autumn Term 2028

## 1. Vision Statement

Under the Equality Act 2010, schools must have an Accessibility Plan. The Act states that “*schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.*” A person has a disability if they have “*a physical or mental impairment... [with] a substantial and long-term adverse effect on... normal day-to-day activities.*”

This Accessibility Plan sets out how Ouston Primary School will continue to remove barriers, promote equality of opportunity and ensure that all pupils—regardless of need—can thrive academically, socially and emotionally.

The Plan is reviewed every three years and approved by the Governing Body. It is monitored by the Head Teacher, Deputy Head Teacher and School Business Manager, and evaluated by the named governor for accessibility, Mrs Kathryn Barrass.

Our school is committed to providing an inspirational, inclusive learning environment where all children feel *happy, safe and valued* and develop a lifelong enthusiasm for learning.

The Accessibility Plan:

- Is informed by pupils, parents, staff, governors and external specialists.
- Supports the school's Equality Objectives and is published on the school website.
- Demonstrates how we will improve access to the curriculum, physical environment and written information.
- Anticipates future needs and sets out reasonable adjustments.
- May be reviewed by Ofsted as part of their inspection of compliance with Schedule 10 of the Equality Act 2010.

## 2. Aims and Objectives

We gather information about disability and health needs during early communication with new families.

Our aims for 2025–2028 are to:

- Increase access to the curriculum for pupils with disabilities.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils, parents, staff and visitors.

### a) Physical Environment

All current pupils with disabilities can access the school buildings. Although some areas include steps, there are alternative routes which are accessible to wheelchair users. Stair edgings are highlighted yellow to support pupils with visual impairment.

The Access Audit identifies two ongoing issues:

- *“Doors into some classrooms remain narrow for wheelchair users.”*
- *“There are no disabled toilet facilities available in the Early Years part of the school.”*

These remain priorities for the 2025–2028 cycle.

### **b) Curriculum**

All pupils with disabilities currently access the full curriculum with adaptations such as quality first teach strategies to remove barriers to learning, adult support, personalised learning, supervised access to apparatus and access to quieter, adapted work spaces.

We continually adapt our provision to minimise any barriers to full access of the curriculum. For example, we endeavour to incorporate different types of activities in lessons to promote oracy, group learning, peer support and use of technology while reducing the need to write at length in some foundation subjects; have flexible access to interventions and activities within our in-school SEND unit; offer a sensory diet to those who require movement breaks to engage fully in learning.

### **c) Information**

We provide communication in a range of formats and ensure disabled pupils can express their views and access information.

## **3. Access Audit Summary**

The school is a single-storey building with wide corridors, automatic main entrance doors and accessible routes to all classrooms. Emergency signage is clear, and there is one disabled parking bay. Accessible toilets are available near the main reception.

Areas for improvement (2025–2028):

- Narrow classroom doorways for wheelchair users.
- Lack of disabled toilet in EYFS.
- Internal steps to KS2 area requiring long-term adaptation.

## **4. Management, Coordination and Implementation**

We will continue to consult with specialists when new needs arise. Governors and the Senior Leadership Team will work with the Local Authority to ensure compliance and effective implementation.

## Action Plan 2025–2028

### Aim 1: Increase access to the curriculum

#### Short Term (2025–2026)

<b>Aim</b>	<b>Strategies</b>	<b>Lead</b>	<b>Success Criteria</b>	<b>Monitoring</b>
Ensure thorough handover of information for new intake	Identify pupils requiring alternative communication methods	HT/SENCO/Teaching Staff	Systems and resources in place by September	Transition records
Ensure statutory policies reflect inclusive practice	Review policies for Equality Act compliance	HT/Subject Leaders	Policies reflect inclusive practice	Policy review cycle
Maintain up-to-date safeguarding training	Include safeguarding in induction Termly safeguarding updates; annual safeguard training.	HT/SBM/SENCO	Staff confident in procedures	Training records
Ensure lessons include adaptive teaching strategies and support a range of learning styles	Use of QFT strategies and supportive resources – visuals, coloured overlays, IWB, laptops and print outs as appropriate	Whole School	Pupils make good progress Multisensory approaches evident	Observations, planning
Review attainment of all SEN pupils	SENCO/teacher meetings, parent liaison Data Analysis	HT/SENCO	Progress towards Support Plan targets; evidence of rate of progress show gap towards ARE reducing.	Half-termly reviews, data
Provide appropriate sensory diets	Source resources based on individual needs Provide activities for proprioception, oral motor, movement and tactile and visual as appropriate.	HT/SENCO	Pupils access curriculum effectively; Pupils are settled and focused in class.	SEN reviews, observations
Establish the in-school unit (Learning Lab) as a quiet workspace for pupils dysregulated in class to ensure engagement in learning	Create a timetable to ensure a wide range of pupils can access interventions and support throughout the day.	HT/SENCO	Pupils feel well supported and able to access work/activities in an environment conducive to learning to their full potential	Monitoring of planning, feedback and progress data analysis, pupil voice

Devise and distribute a robust system of planning and feedback for pupils accessing the Learning Lab.	Create a document to detail planning, engagement and achievement in learning in the Learning Lab	Whole School/staff meeting	Monitoring of the learning in the Learning Lab will be accessible for teachers, TAs and SLT ensuring high quality provision and positive impact. Staff will be well informed of planning, achieved outcomes and next steps.	Planning, feedback and engagement records.
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### Medium Term (2026–2027)

<b>Aim</b>	<b>Strategies</b>	<b>Lead</b>	<b>Success Criteria</b>	<b>Monitoring</b>
Continue reviewing SEN attainment	SENCO/teacher meetings, parent liaison Data Analysis	HT/SENCO/Class teachers	Sustained progress	Progress data
Continue adaptive teaching and multisensory teaching strategies to aid access to a broad and balanced curriculum.	As above	Whole School	Needs of all pupils represented	Observations

### Long Term (2027–2028)

<b>Aim</b>	<b>Strategies</b>	<b>Lead</b>	<b>Success Criteria</b>
Evaluate and review short/medium-term targets annually	Ongoing review	SLT/Governors	All pupils make good progress
Report findings to Governing Body	Curriculum & Finance committees	SENCO/SLT	Governors fully informed

## Aim 2: Improve the physical environment

### Short Term (2025–2026)

<b>Aim</b>	<b>Strategies</b>	<b>Lead</b>	<b>Success Criteria</b>	<b>Monitoring</b>
Ensure classrooms support a wide range of needs as part of QFT strategies.	Provide workstations, quiet spaces, movement breaks, adjustments for seating, visual aids	Class Teachers	Classrooms support regulation and learning through strategies available	Observations, Walk around school
Ensure areas around the school can be used to offer support for a wide range of needs as part of QFT and additional strategies outside the classroom as appropriate	Provide quiet work rooms, quiet spaces, 'safe zones', sensory activities, social spaces for opted indoor playtimes.	Whole School	Children are well regulated, can seek support and helpful strategies with increased independence. Children are ready to learn.	Observations, Walk around school, Pupil voice
Ensure all with a disability can be involved	Create individual access plans; survey staff/governors	HT/SBM/SENCO	Needs met wherever possible	Access plans
Maintain safeguarding knowledge and ensure staff following procedures at all times.	Ensure all staff are trained in safeguarding; Promote an ethos of high vigilance around school ensuring safety of all at all times.	Whole School	Staff confident in procedures. Procedures followed Children safe in and around school.	Health and Safety Audits, Risk Assessments Incident records
Develop inclusive playground areas in which children are supported socially and emotionally.	Provide accessible equipment Safety procedures to support supervision while promoting independence (high vis)	PE Lead/ SENCo/Lunchtime Staff	Pupils engaged and social during playtimes and lunchtimes. Children engage well with others and incidents/falling	Teachers/TAs/LSAs report happier, engaging play times

	Specify areas and activities to provide consistency to playtimes and use of areas.		outs/emotional dysregulation is reduced.	
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### Long Term (2026–2028)

Aim	Strategies	Lead	Success Criteria
Improve access to KS2 via internal steps	Install ramp/chair lift or alternative	SLT	Wheelchair users can access KS2
Continue developing inclusive playground, social areas.	Provide accessible equipment Create quiet play environments – secret garden; sensory garden	PE Lead/SENCo/SLT	Pupils engaged in purposeful play and outdoor learning,
Review door widths for future improvements	Consider needs in capital planning	SLT/Finance Committee	Needs met where possible

- The Accessibility Plan will be monitored termly by the Senior Leadership Team.
- Progress will be reported to the Governing Body.
- Financial implications will be considered by the Finance Committee.
- The Plan will be published on the school website and reviewed in Autumn 2028.