



## Ogbourne CofE Primary School: Accessibility Plan 2025-2028



Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, perspective pupils, with a disability, medical condition or other access needs. Provision may include; liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teacher assistants and access arrangements in place for statutory testing.

### **Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>1)</b> To tighten agenda of liaison with pre-school providers at transition point 1, into our school. Add disability as an explicit point of enquiry as well as SEND.	<ul style="list-style-type: none"> <li>To identify who may need adapted or additional provision.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing with annual focus during Term 6</li> </ul>	<ul style="list-style-type: none"> <li>Principal: L Crump</li> <li>EYFS Lead: L Procter</li> <li>SENDCo: F Kay</li> </ul>	<ul style="list-style-type: none"> <li>Provision would be implemented in readiness for the child's start at school.</li> <li>Records of parent liaison would also be in place</li> </ul>
<b>2)</b> To tighten agenda of liaison with previous school at in-year transition points when a pupil moved to our school from another school. Add disability as an explicit point of enquiry as well as SEND.	<ul style="list-style-type: none"> <li>To identify who may need adapted or additional provision.</li> <li>Add disability specifically to transfer check list.</li> </ul>	<ul style="list-style-type: none"> <li>At point of application / as needs arise.</li> </ul>	<ul style="list-style-type: none"> <li>Principal: L Crump</li> <li>SBM: H Purnell</li> <li>Admin: M Paish</li> </ul>	<ul style="list-style-type: none"> <li>Provision would be implemented in readiness for the child's start at school.</li> <li>Records of parent liaison would also be in place</li> </ul>
<b>3)</b> Review policies to ensure that they reflect inclusive practices and procedures	<ul style="list-style-type: none"> <li>To comply with the Equality Act 2010</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing.</li> <li>All policies already in place to be reviewed Feb'22.</li> </ul>	<ul style="list-style-type: none"> <li>Principall: LCrump</li> <li>CoG LGB: D Bianchi</li> </ul>	<ul style="list-style-type: none"> <li>All policies clearly reflect inclusive practice and procedures</li> </ul>
<b>4)</b> To establish and maintain close liaison with parents	<ul style="list-style-type: none"> <li>To establish and ensure collaboration between school and families</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Principal: L Crump</li> <li>SENCo: F Kay</li> <li>Class Teacher: L Procter</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of collaborative working through: regular meetings, risk assessment reviews, provision reviews and action planning.</li> </ul>
<b>5)</b> To establish and maintain close liaison with outside agencies	<ul style="list-style-type: none"> <li>To ensure collaboration between all key personnel in support of</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Principal: L Crump</li> <li>SENCo: F Kay</li> <li>Class Teacher: L Procter</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of collaborative working through: regular meetings, risk assessment</li> </ul>

	children with additional needs and disabilities		<ul style="list-style-type: none"> <li>• Outside professionals (inc. educational visit providers / settings)</li> </ul>	reviews, provision reviews and action planning.
6) To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips, residential visits as well as extra-curricular provision	<ul style="list-style-type: none"> <li>• Create personalised risk assessments and access plans for key children.</li> <li>• Liaise with external agencies, identifying training where needed.</li> <li>• Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Individual risk assessments to be conducted for named pupils through Evolve on every trip or visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal: L Crump</li> <li>• SENCo: F Kay</li> <li>• Class Teacher: L Procter</li> <li>• Outside professionals (inc. educational visit providers / settings)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that appropriate considerations and reasonable adjustments have been made</li> </ul>



**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and services.**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p><b>1)</b> Improve the physical school environment, including buildings and furniture</p>	<ul style="list-style-type: none"> <li>The school will take into account the needs of pupils with physical difficulties and or sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</li> <li>A designated 'ELSA' space to be created – calm and not over-stimulating, to account for different sensory needs both inside and outside the school building.</li> <li>A designated 'calm area' to be identified and created in the playground, to meet specific sensory needs.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Principal: L Crump</li> <li>SBM: H Purnell</li> <li>CoG LGB: D Bianchi</li> <li>SENco: F Kay</li> </ul>	<ul style="list-style-type: none"> <li>Evidence that appropriate considerations have been made</li> <li>Evidence that school have sought support from outside agencies with regard to buildings and furniture requirements for key children and that this advice has been put into practice.</li> </ul>
<p><b>2)</b> Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.</p>	<ul style="list-style-type: none"> <li>Create a personalised risk assessment and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Principal: L Crump</li> <li>SENCo: F Kay</li> <li>All Teaching Staff</li> <li>SBM: H Purnell</li> </ul>	<ul style="list-style-type: none"> <li>As full as possible inclusion for all pupils.</li> <li>Safe evacuation in an emergency.</li> </ul>

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**Aim 3: To improve the delivery of information to pupils, staff, parents/carers and other members of the school community**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
1) To enable improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> <li>• Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Principal: L Crump</li> <li>• SENCo: F Kay</li> <li>• SBM: H Purnell</li> <li>• Admin: M Paish</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that reasonable and appropriate measures have been put in place.</li> </ul>
2) Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so that they can fully support their child's education	<ul style="list-style-type: none"> <li>• Adopt a proactive approach to identifying access requirements of parents and make reasonable adjustments where possible</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school team</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that reasonable and appropriate measures have been put in place in order that parents can fully support their children in their education.</li> </ul>
3) Ensure the school website, apps and associated social media is accessible for all	<ul style="list-style-type: none"> <li>• Review digital platforms twice annually</li> </ul> <p>Seek reviews from focused groups</p>	<ul style="list-style-type: none"> <li>• Twice annually</li> </ul>	<ul style="list-style-type: none"> <li>• Principal: L Crump</li> <li>• SENCo: F Kay</li> <li>• SBM: H Purnell</li> <li>• Admin: M Paish</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education</li> </ul>