Otterbourne Church of England Primary School

Trust, Respect and Determination

Accessibility Plan

Name / Signature of Headteacher:	Martin Geraghty
Name / Signature of Chair of Governors:	Sue Barham
Date Statement approved and adopted:	June 2026
Date Due for review:	September 2028

VERSION CONTROL LOG

Date	Description of changes (person responsible)
29/06/2026	Plan reviewed

ACCESSIBILITY PLAN

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

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

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The Action Plan will form part of the Resources committee and will be monitored by the Headteacher and evaluated by the relevant Governors' committee.

Otterbourne Church of England Primary School is committed to providing an environment that enables full curriculum and learning access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Otterbourne Church of England Primary School's Accessibility Plan shows how access is continually monitored and improved as necessary for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools' visits (including residential trips) – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored through the Governor Resources Committee

Vision and Values:

Otterbourne Church of England Primary School has high aspirations for its disabled pupils and expects them to participate and achieve in every aspect of school life.

The school will

- Set suitable learning challenges
- Respond to pupil's diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

Aims and Objectives

- Maintain and improve, when necessary, access to the curriculum for pupils with a disability
- Improve (when required) and maintain access to the physical environment

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views. The action plan outlines priorities that will increase the extent to which pupils can participate in the school curriculum including:

- School visits and residentials open to all
- All children can access computer technology
- Seeking to remove barriers to learning and participation

Physical Environment

We aim to support members of the school community who have a disability or health condition by:

- Maintaining existing ramped access points and access facilities
- Considering further improvements to physical access as part of any future building developments
- Ensuring that specialist facilities (e.g., ICT access, school library, lunch servery) are easy to access
- Considering the physical accessibility needs of all adults, whether they are employees, parents or other visitors to school
- Ensuring we have a designated disabled parking space

Curriculum

Some areas of the curriculum present specific challenges, for example: PE for pupils with a physical impairment, science and design technology for pupils with a visual impairment, and core subjects for pupils with learning difficulties. Other issues can affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Otterbourne Church of England Primary School seeks to improve the delivery of disabled pupils in the curriculum (where appropriate to need) by:

- Providing information in simple language, symbols, print, coloured overlays etc.
- Ensure information is presented in a user friendly and age-appropriate way.
- Ensure preferences expressed by pupils or their parents are taken into consideration
- Modification of the curriculum to support children with different needs, for example, adapting a games lesson to suit a child in a wheelchair.

Accessibility Action Plan

The School's Accessibility Plan will be as part of the rolling program of policy reviews.

Area for Development	Action Being Taken	Responsible Person/Role	Timescale
Access to wellbeing support for the whole school community	Creation of family welfare room at front of school	Headteacher and Child Welfare Lead	End of School Year 2025-2026
Access to therapy room	Clear existing room and ensure all utilities work appropriately	Headteacher, Caretaker and H&S Lead	End of School Year 2025-2026
Visibility of accessible parking space	Ground paint with words and hatchings plus signage	Headteacher and Business Manager	End of December 2026
Increased focus on accessibility during H&S inspections and during running repairs	The needs of current cohort and potential needs for future cohorts considered during site visits and ongoing building/grounds work	Headteacher, H&S Lead and Caretaker	Ongoing
Curriculum development focused on equity v equality	Develop a new strand within the curriculum to be delivered in lessons and worships, by staff and learning council	Headteacher, Curriculum Leader, Learning Council Lead, Learning Council	Throughout 2026-2027
Resources to support individual needs (and learning styles) to be reviewed	Resources to be discussed during pupil progress meetings. Resources to be purchased to match needs.	Headteacher, SENDCo, Business Manager, Class Teachers	Ongoing