

	Offley Endowed Primary School and Nursery		Reviewed Sept 2026 Next Review Date: September 2027
Policy Title:	Accessibility Plan		Users: Staff, Governors Parents

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to plan to increase over time the accessibility of their schools for disabled pupils and to implement their plans. This document details the plan for our school.

Statutory Responsibilities

As a school, we are required to plan for:

- increasing access for disabled pupils to the school curriculum.
This covers teaching, learning, and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- improving access to the physical environment of schools.
This covers improvements to the physical environment of the school and physical aids to access education.
- improving the delivery of written information to disabled pupils.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Approved and Adopted by The Governing Body

Identifying Barriers to Access Checklist.

Section 1: How does our school deliver the curriculum?

Question	RAG rating		Next steps
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?			- Weekly meetings with Teachers - Meetings with Senior Leadership Team - Opportunities for individual training - Regular training opportunities for all staff
Are your classrooms optimally organised for disabled pupils?			- Accessibility considered when undertaking new works - Both the new Year 2 classroom and the Nursery and Reception buildings have low ramp for access - All classrooms except for Year 6, now accessible for wheelchairs Next steps - consider how year 6 could be accessible for wheelchairs Consider the back door step to the outdoor area
Do lessons provide opportunities for all pupils to achieve?			- Differentiated tasks - Adult support - Provision to meet need regularly reviewed – Pupil Progress Staff Meetings - Professional Development (PD) - Progress of Pupil Premium (PP) exceeded non PP last year Next steps: - Continue to increase the number of pupils working at/achieving greater depth in reading, writing and mathematics - Continue to close the achievement gap between PP and non PP children and SEND and non SEND children - Continue to accelerate the progress of children in Reading and Writing, particularly in EYFS and KS1
Are lessons responsive to pupil diversity?			- Curriculum leaders monitor breadth of delivery - Regular monitoring by Headteacher and Senior Leadership Team (SLT) Next steps - Continue to review the wider curriculum with a particular focus on celebrating our diverse society through the curriculum, books, learning experiences
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			Range of opportunities developing independence and group work, ability and mixed ability, range of groupings
Are all pupils encouraged to take part in music, drama and physical activities?			- Broad and balanced curriculum for all - Support to enhance opportunities - Tailored provision as appropriate

			• Extracurricular opportunities for all • Partnership with Music partners for piano, brass and violin lessons • All children in Key Stage 2 are in the school choir • Attendance of Young Voices every year • Sports coach running after school sports clubs with free cost for PP children • Opportunities to learn the ukulele and steel drums as part of a club • All children learn the guitar in Years 5 and 6 • Ickle drama run a club each term for children as young as 5 • All children get to perform in school performances and KS2 children make public performances in the community e.g. Luton Airport and local care homes. • Opportunities to attend local sporting competitions, such as visits to Wembley to watch England football matches • Children are taught BSL in choir, so they sign some songs. e.g. Young Voices performance. • Use of music and drama is embedded into KS1 curriculum. E.g. learning through song and exploring characters in literacy through drama. Next Steps: • Try to increase the number of vulnerable children taking part in clubs
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?			• Regular reviews of provision • Monitoring of lessons, planning, books, pupil voice • Regular meetings with outside agencies • Planning adapted to reduce cognitive load – e.g. by using visual scaffolds and allowing for movement breaks • On-going PD
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			• TA support • Ongoing PD • Differentiation and support • Individual access to computing equipment to support children • Some pupils use visual communication cards. EYFS and KS1 classes use visual timetables.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some			• Individual tailored activities as appropriate

forms of exercise in physical education?				
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?				• Staffing ratios adjusted to meet need • Individual risk assessments • Reasonable adjustments made as necessary
Are there high expectations of all pupils?				• Consistently high expectations regardless of starting points or ability
Do staff seek to remove all barriers to learning and participation?				• Risk assessments • Additional adult support

Section 2: Is our school designed to meet the needs of all pupils?

Question	RAG rating			Next steps
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library and outdoor sporting facilities and playgrounds and - allow access for all pupils?				• All classes have access to the outside area – the only step being from Year 6 classroom to the corridor • The outside playgrounds are on one level and accessible to all
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as • Fire doors need additional adult/peer to open for wheelchair users				We don't currently have anyone that uses a wheelchair As above • Fire doors need additional adult/peer to open for wheelchair users • Self release mechanism has been added to the toilets in Reception
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?				• The outside area is a safe way to navigate • Verbal arrangement is made regarding parking in the staff car park for blue badge holders
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual				• LED lighting added not too long ago with green emergency lighting in every room now. Tested annually. • Visual signs indicate emergency exits • Fire Safety/Health and Safety Policies in place • Regular fire drills and outcomes shared • Individual evacuation plans as appropriate
Could any of the décor or signage be considered confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? Are areas to which pupils should have access well lit?				• Learning walks inform actions • Installation of new lighting complete • External lighting at entrance points has been upgraded in the last two years, including the exit from Jesters
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?				• Sound Systems have previously been in place for Hearing Impaired Pupils worn by class teachers Next steps • Consider acoustics for our hearing impaired

				children
Is furniture and equipment selected, adjusted and located appropriately?				- Furniture and layout adapted to meet needs of all learners and reviewed at least annually - Special equipment, such as lowered tables, foot rests, tailored knife and fork set, have been acquired for our disabled pupils.

Section 3: How does your school deliver materials in other formats?

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?				- We currently don't have any visually impaired pupils. - This would be addressed if we did.
Do you ensure that information is presented to groups in a way that is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?				Not required at the moment. This would be addressed if we did.
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?				Training provided as appropriate

Self Evaluation Audit – Premises

Question	Rag Rate			Comment
Is there visitor parking within the school site? If yes, does it include parking bays for disabled drivers? If no, can a vehicle get close to the main entrance to allow a disabled person to be dropped off?				- We don't have any room for visitor parking. - We have allowed blue badge holders to drop off in the staff car park next to the main entrance to the school.
Is the access route from the site entrance suitable for wheelchair users? If there are ramps/steep gradients on the route are they suitable for wheelchair users?				Wheelchair access is good to almost all parts of the school.
Is there level Access to the main school entrance? Is the main school entrance suitable for wheelchair access? Can a wheelchair user open the entrance door independently? Does the reception counter have max 800mm height? An induction loop for hearing aid users? Seating with arm and back support?				- There is a slight lip at the entrance, but a wheelchair can get over it easily. A wheelchair user would need someone to open the door to gain entrance. - The height of the counter is 800mm. - We don't have an induction loop for hearing aid users. - The seating has arm and back support.
Do routes between buildings provide independent access for wheelchair users?				Yes
What proportion of building entrances have level access for wheelchair users?				All entrances to buildings can be accessed by wheelchair users. Getting in the main building from the rear of the school would have to be alongside Year 2 to main playground and through the main pupil entrance into the corridor.
How easy is it to adapt entrances that are not currently wheelchair accessible?				Not required.
Is there level access to all unique outdoor areas?				Yes
Does your school have a WC that meets criteria? Unisex Cubicle size 1.5m wide x 2m deep (preferred 2.2m deep) Outward opening door with minimum 850mm clear opening width Unobstructed space to at least one side of pan for transfer from a wheelchair. A wash hand basin with lever type tap within reach of seated position on pan. Easily distinguished emergency alarm pull cord extending to the floor				Toilet in main building - The unisex cubicle is 1.5 x 2m - It has an outward opening door, but is only 810mm due to finger guards . - Space of 1m to side of toilet. - The wash hand basin is within reach and has a lever tap. - The emergency alarm pull cord is next to the toilet and extends to within 80cm of the floor. New disabled bathroom in Year 2 building. - A new bathroom was built in the summer of 2023 that conforms to all of the latest regulations.
Is there an automatic fire alarm? (smoke detectors linked to fire alarm?) What proportions of your				- Smoke detectors are linked to fire alarm in all new buildings - Smoke detectors in the main building are

building/s are easy to evacuate by wheelchair users?				- not linked directly to the fire alarm - All areas except for Year 6 classroom are easy to evacuate from
Does your emergency evacuation plan include a strategy for evacuating disabled pupils, staff, visitors and community users? If you have upper floors are there means to ensure the evacuation of people with mobility impairments?				We have had PEEPS in place when we had a pupil with limited mobility – we currently don't have any
Are internal circulation routes adequate for wheelchair users?				All except the step into Year 6.
What proportion of teaching areas including library, ICT, music/drama, hall and stage are accessible for wheelchair users?				All accessible except year 6 and the stage
How practical is it to adapt any existing level changes?				There is no room to make a ramp into Year 6 as it leads straight into a narrow corridor
What proportion of doors into teaching areas is suitable for wheelchair users?				All of the doors are accessible to wheelchair users

Access Plan

	Targets	Strategies	Outcomes	Timeframe	Goals achieved
Short Term 2026-2027	Evaluate timings of weekly year group meetings to ensure sufficient time is available to regularly evaluate the effectiveness of interventions and impact on learning	Embed into staff meetings	Individual support regularly reviewed and adapted to meet needs	Sept 2026	
	Identify training opportunities in accordance with SEN learners needs	Liaison with key agencies to provide training for TAs supporting children new to the school	Training provided to support the integration and inclusion of all learners	On-going There is a healthy training budget	
	Review and update emergency evacuation plans in regard to those with physical disabilities	Discussion with staff and relevant agencies as and when required	Clear evacuation plans understood by all staff, learners and visitors	On-going	
	Annual review SEND policy and SEND Information Document to consider curriculum accessibility to all	Review policy in accordance with all guidelines and advice	Updated policy reflecting and promoting inclusive practice and equality of opportunity	Annually	

Medium Term 2026-2029	Install mini ramps to outer doors to overcome 'lips.'	Check process and gain quotes for main lip to entrance	Improved access to Reception area	2026-2029	
	Improved ramps and accessibility to classrooms	Find a solution to Year 6 classroom accessibility	Access for all classrooms	2026-2029	
	Installation of hearing loop	Check on funding streams and process	Improved reception for hearing impaired	2026-2029	
	Consider making changes to the old disabled toilet • New toilet • New Rail • Extended emergency pull cord Make available space to wheelchair to side of toilet			2026-2029	
Long Term 2026-2031					