



Accessibility Plan

	Term	Year
Last review date/Policy adopted	Summer	2025
Next Review Date	Summer	2028
Lead	Mr Cooper	

This school is an academy within The Legacy Learning Trust.



Purpose

Under the Equality Act 2010 all schools/academies 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.

Scope

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 afterschool clubs, leisure and cultural activities or educational visits – 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. This Accessibility Plan should be read in conjunction with other related Abingdon Primary School and Legacy Learning Trust policies and guidance documents.

Ethos and values

The Trust Board of Abingdon Primary School (The Legacy Learning Trust) and Local Council is fully committed to meeting the requirements of both the Equality Act 2010, as applicable to those staff, pupils and members of the public who have restricted:

Mobility

Manual dexterity

Ability to lift, carry or move everyday objects

Speech, hearing or eyesight

Physical co-ordination

Continence

Cognitive ability, memory, or ability to learn

Risk perception or physical danger

Physical Access

There is excellent physical accessibility to all areas within Abingdon Primary School. The building has the following features:

- Adequate space in circulation areas
- Disabled access toilets and changing facilities
- Disabled access to all communal and eating areas

This is to be further enhanced by:

- Assessing the safety needs for pupils with a disability (P.E.E.Ps) that may affect their physical or emotional well-being. This will inform further modifications as reasonably practicable.
- Continually reviewing the environment of the school and the way we plan, prepare and deliver the curriculum, adapting to the needs of new users of the school's facilities.

The requirements of the DDA will be considered when planning any changes to the premises (including minor improvements) as we develop and expand the academy facilities.

Outside areas and equipment are fully accessible, however, some pieces of outdoor play equipment may be inaccessible and not recommended for pupils with restricted mobility and/or sensory impairment or other disorder, and would be subject to individual pupil risk assessment prior to accessing.

Organisation and access to the curriculum

At Abingdon Primary School, we believe that everyone is equal, everyone is different, everyone is welcome and everyone achieves their best. We have an ethos of making pupils feel safe and treating all stakeholders with dignity, regardless of their disability. All pupils have access to a diverse and enriching curriculum, which may be modified where necessary, according to individual need.

We will also undertake the following actions:

- Develop an understanding of disability with all pupils through regular exposure to positive role models across the curriculum
- Avoid using stereotypes
- Develop language that emphasises the person rather than the disability
- Continually reviewing our extra-curricular and enrichment provision to ensure all pupils with a disability can be included and where this is not possible, provide learning experiences which promote similar development of knowledge and understanding
- Where reasonably practicable, prescribed medical procedures will be followed to ensure equality of access for pupils, carried out by appropriately trained staff and following the individual pupil health care plan

Improving information to pupils, staff, parents/carers and visitors

- All learning materials provided to pupils will be modified by teaching staff to take account of their disabilities and maximise progress. Ongoing CPD will be given to staff in response to our self-evaluation and particular needs of needs
- Where there is a physical modification needed to improve information sharing (e.g. projector software for visual impairment, radio-aid for hearing impairment) we will work with relevant agencies to seek funding and train staff and pupils
- We will accommodate parents with a disability or other needs to the best of our ability by providing additional services as needed. e.g. ensuring there is a sign language interpreter at meetings, ensuring text is provided in large print, allocating a key member of staff to communicate essential information where literacy is a barrier.

Abingdon Primary School – 3-year Accessibility Plan 2025 - 2028

Strand 1: Improving the Physical Environment Objectives	Actions	Outcomes	Monitored/Actioned by	Evaluated by/When?
Development of learning space (Hub) to provide a suitable learning environment for EY, KS1 and KS2 pupils, with complex needs.	Relocation of a Reception class and current Reception class space developed as a provision. Create a positive learning environment with limited visual distractions, seating for group activities, break out areas, access to play, workstations and the outside environment Staff with SEND teacher and trained support staff. Inclusion Grant Fund/High Needs Funding	The learning needs of our most complex pupils are prioritised. Base is created and launched to offer bespoke provision for pupils failing to thrive in our large, busy, mainstream setting. Removal of potential sensory barriers to learning. Pupils have access to a learning environment and strategies which effectively meet their needs.		
Create a sensory room to appeal to pupils' sensory needs, and to provide a safe, soft space where pupils in crisis can go to regulate themselves.	Visits to local SEND bases to find out more about resourcing a sensory room. Enlist a specialist sensory room service to design and install a room with the flexibility to meet the different needs of pupils. Staff training on how to use the room.	A well-designed sensory environment is available for pupils across school to access. Pupils with sensory processing challenges can access sensory activities they are most responsive to. Pupils have a safe space to self-regulate and manage		

	Inclusion Grant Fund / High Needs Funding	anger, over-stimulation and stress. Pupils have access to a safe crisis and de-escalation area.		
Create a Soft Play room to appeal to pupils' sensory needs, and to provide a safe, soft space where pupils in crisis can go to regulate themselves.	Visits to local SEND bases to find out more about resourcing a Soft Play room. Enlist a specialist sensory room service to design and install a room with the flexibility to meet the different needs of pupils. Staff training on how to use the room. Inclusion Grant Fund / High Needs Funding	A well-designed Soft Play environment is available for pupils across school to access. Pupils with sensory processing challenges can access sensory activities they are most responsive to. Pupils have a safe space to self-regulate and manage anger, over-stimulation and stress. Pupils have access to a safe crisis and de-escalation area.		
Strand 2: Improving access to the curriculum Objectives	Actions	Outcomes	Monitored/Actioned by	Evaluated by/When?
The school will continue to access expert advice and support from external professionals, such as the Outreach and Inclusion Team and appropriate health professionals from the local NHS Trust.	Be proactive in accessing advice and support from other professionals.	SEND provision is personalised and tailored to individual and complex needs. Staff have access to a range of suitable strategies and external support.		

Targeted use of appropriate specialist equipment for individual pupils	<ul style="list-style-type: none"> • Access to Laptops • Sloping boards and adjustable tables for pupils with fatigue problems or physical disability • Wobble cushions and support seating as recommended by OT • Coloured overlays/specialist books for pupils with visual difficulty • Specially shaped pencils and pens for pupils with grip difficulty 	Specialist equipment made available and used as required by targeted pupils.		
Ensure all exam concessions are identified and implemented in accordance with JCQ requirements.	Audit needs of pupils; Implement testing ; Share and plan with staff; SATs arrangements made as required	All pupils and parents are clear when SATs concessions apply; there are effective management arrangements in place to support pupils' disabilities and learning needs		
Consider the roles of staff and ensure all teachers are fully skilled in supporting pupils with a disability	The roles and deployment of staff are reviewed annually in line with job descriptions, performance management and career progression. Provision of CPD (ongoing)	Removal of all barriers to learning and participation; Staff are confident fulfilling the roles for which they are employed. Skilled staff have a deep understanding of a range of needs and disabilities and how to support individual pupils.		
Ensure pupils with a disability which affects behaviour (i.e. ODD, PDA,	Develop the roles and expertise of the behaviour team.	Removal of all barriers to learning and participation; pupils whose behaviour is as		

ADHD) have appropriate and effective provision to enable them to access the curriculum	Training programme for behaviour leads and all staff supporting pupils with behaviour needs (ongoing). Provide Behaviour Support plans and interventions to suit needs of pupils.	a result of their disability receive specialised support to improve their behaviour and access a curriculum appropriate to their need, making expected progress. Accurate records are maintained; improved data assists with whole school planning		
All curriculum plus activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all curriculum plus provision to ensure compliance with legislation and equality of access for all children.	Full participation offered to all pupils All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.		
Strand 3: Improving provision of services and information to all stakeholders	Actions	Outcomes	Monitored/Actioned by	Evaluated by/When?
Provide information for parents in alternative formats, when requested.	Typical information to consider: Use technology to provide parents with information in various formats i.e. text and languages. Teachers available to discuss with parents should they be struggling to access information. Interpreter	Improved communication with parents/carers.		

	used when required. Website translatable			
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested.	All school information available for all who request it. Documents sent electronically to parents/enlarged print copies available. Office staff to offer personalised support for stakeholders and verbal information.		
Strand 4: Equality Act / Public Sector Equality Duty - Whole academy actions	Actions	Outcomes	Monitored/Actioned by	Evaluated by/When?
Abingdon Staff and Local Council member training.	All staff and Local Council members will be aware of, and have a full understanding of Abingdon Policies and will receive the necessary training/inset to allow them to fulfil their roles effectively.	Local Council members will be confident that robust procedures are in place, as specified in Abingdon Policies, and have the remit to scrutinise where necessary.		