

St. Oswald's Church of England **Primary School Accessibility Plan 2025-26**



RESPECT. RESILIENCE. KINDNESS

Vision

Through valuing all individuals as children of God we believe in promoting an inclusive school community, rooted in mutual respect, understanding and kindness towards others. As God taught us;

Teach children how they should live, and they will remember it all their life; (Proverbs 22:6)

Our school's vision is to nurture a resilient community where the love of learning thrives. We foster an environment where every member feels supported in order to flourish, be empowered to overcome challenges, embrace growth and contribute positively to God's world.

Life in all its fullness; (John 10:10)

Monitoring and Evaluation

The Head Teacher shall have oversight of this policy and ensure all staff follow procedures and that these are carried out. The effectiveness of this policy shall be monitored during Governor's meetings.

Date approved	Next Review Date	Signed by
2 nd September 2025	September 2026	

St. Oswald's CE Primary School Accessibility Plan – 2025 to 2028

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1.Overview

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) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their 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. At St. Oswald’s CE Primary School, the Plan will form part of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At St. Oswald’s CE Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. As a Church of England Primary School all we do is based on our Christian faith and driven by our Christian vision of inclusion and mutual respect. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The St. Oswald’s CE Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a two-year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) St. Oswald’s CE Primary School is committed to providing an environment that enables full curriculum 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.
- 4) The St. Oswald’s CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the

school within a given timeframe 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 – 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.

5) The St. Oswald's CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Administration of Medication Policy
- Asset Management Plan
- Behaviour and Discipline Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Development Plan
- Special Educational Needs and Disability Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into

subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covered in the plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. 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.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the appropriate Governor Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below.

3. 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, or direct communication with parents or carers, normally with the school SENCO (Mrs. Maguire in the absence of Mrs S. Keiley.)

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the building redevelopment in 2011 where a disabled lift was installed to enable disabled users access to upstairs and a disabled toilet.

Curriculum

There are few areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical/visual impairment. Advice sought from professionals (VI, Hearing Difficulties, Complex Needs Team) and recommendations implemented.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a two-story building with wide corridors and several access points from outside. KS1 areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large wheelchair which is maintained on a regular basis through a service agreement with Orona. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.

On-site car parking for staff and visitors includes two dedicated disabled parking bays. Most entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Foundation Stage and one outside the Hall.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

5. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Mrs S. Vaga (chair of governors, the governing body, Mrs Keiley (SENCO) and Miss Murtagh, the headteacher.

It will be approved by the governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- [Health and Safety Policy](#)
- [Equality statement](#)
- Special educational needs (SEN) information report
- [Medications and Medical conditions Policy](#)
- [SEND policy](#)

6. Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

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, and prospective pupils, with a disability.

Short Term	Targets	Strategies	Time Scale	Responsibilities	Success Criteria	Outcome
	To liaise with Nursery providers to review potential intake for Sept 2026-27	To identify pupils who may need additional to or different from provision for Sept 2026-27 intake.	May 2026	EYFS Manager, Nursery Teacher & staff from local Nurseries or EYFS SEN Inclusion consultant	Procedures/equipment/ ideas set in place by September 2026.	
	To liaise with outside agencies for pupils with on-going health needs. E.g Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel, utilising Family Wellbeing Centre knowledge, Alder Hey, OT, School nurse and pre – school providers.	Ongoing throughout 2025-26	HT SENCO PSA Outside agencies	Clear collaborative working approach, all relevant children's needs are identified and plans in place.	
	To liaise with parents.	To ensure collaboration and sharing between school and families.	Ongoing throughout 2025-26	HT All Teachers PSA & office staff	Clear collaborative working approach.	

	All teachers to ensure inhalers are up to date and correctly used for pupils with Asthma.	TAs to check dates termly for inhalers. SENCO to send reminders to TAs and teachers to ensure that all children are registered and forms are kept for pupils with asthma. SENCO will run report for pupils with asthma – letters to be sent for missing forms	Termly review 2025-26	All teachers/class TAs & SENCO	All pupils have the correct inhalers available to them.	
	Sensory room to be accessed by all pupils who need it to regulate	All staff to recognise when a child may be so dysregulated they need to be removed from class and taken to the sensory room in Nursery. SENCO to ensure there are age & stage appropriate resources to support children throughout school within the sensory room.	Ongoing December '25	All teachers/class TAs & SENCO SENCO	All pupils have access to the sensory room. Age and stage appropriate resources available for all children.	

	Targets	Strategies	Time Scale	Responsibilities	Success Criteria	
Medium Term	To robustly monitor and review attainment and progress of all SEN pupils.	Continue the use of private Inclusion Consultant to assess SEND children where appropriate and make recommendations.	Ongoing	HT SENCO	All pupils with additional needs identified and strategies put into place.	
		Additional time employing Educational Psychologist and Speech Therapist to enhance screening and provide appropriate intervention to address pupil's needs.	Ongoing	SENCO	Progress towards targets is monitored.	
		Teachers to produce One Page Profiles for every child on wave 2 / 3 SEN support and ensure these are shared with parents.	Termly reviews	Class teachers & TAs with responsibility for intervention strategies	Pupil progress is robustly monitored, recorded and shared with parents.	
		SENCO/Class teacher meetings/Pupil progress meetings.	Termly	Class teachers & SENCO	Information about pupils is regularly shared and progress is robustly monitored.	
		Regular liaison with parents. Parent SENCO meetings scheduled.	Ongoing	SENCO	Parents are kept up to date and informed on their child's needs.	
		To use B Squared to assess children's progress who are 2 years below ARE or making very slow progress.	Termly	Class teachers & TAs with responsibility for intervention strategies	Progress towards targets is monitored.	
			Review termly			

		To review the use of the pre-key stage standards as a way of monitoring children that are working more than 2 years behind academically. Early Years to use Sefton Small Steps to monitor attainment and progress of children working significantly below ARE in prime/specific areas.	Review termly	EY class teachers	Progress towards targets is monitored Progress towards targets is monitored and shared with parents.	
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Medium Term	To ensure full access to the curriculum for all pupils.	Use of 1:1 support staff and including trained teaching assistants for specific interventions.	Ongoing	SENCO Inclusion Consultant	Advice taken and strategies evident in classroom practice.	
		Specific equipment purchased for pupils with additional needs.	Ongoing	SENCO	Resources are purchased to assist pupils in accessing the curriculum.	
		Ensure adaptations are made to work so that children with SEND access all areas of the curriculum.	Book monitoring each term.	All teachers and trained TAs or those supporting 1:1	Staff plan and create resources suitable for all children to access all lessons in every area of the curriculum.	
		Sensory circuits made available for all through ordinarily available provision, extra opportunities for pupils identified as needing sensory breaks.	Ongoing	SENCO	All pupils have access to sensory circuits to ensure they are ready to learn. Extra opportunities planned in for children with the most need.	
		Ensure that pupils with specific difficulty in writing are supported through resources e.g. use of laptops	Ongoing	SENCO, class teachers	Pupils with identified writing difficulty have opportunities to record their written work in another form e.g. laptops.	
		Develop oracy rich activities to support SEND pupils, ensuring there is opportunity	Ongoing	SENCO, class teachers and trained TAs/1:1s.	All children show improved oracy skills which will feed into	

		for pre-teaching, over learning and visuals to support.			written work.	
	To take account of variety of learning styles when teaching	Teachers act on advice given to them from SENCO and Inclusion Consultants. Teaching methods include a variety of visual, auditory and kinaesthetic learning strategies.	Ongoing	SENCO All teachers and trained TAs or those supporting 1:1	Various learning styles are evident in teachers planning and in teaching methods/style. All pupils are making good progress.	
	To report to Governors the progress of these targets annually and review plan.	Governors & HT to ensure that the plan is monitored evaluated and reviewed annually.	Annually	SLT, SENCO & Governors	Governors are informed of progress towards targets and of pupil progress.	

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short Term	Targets	Strategies	Time Scale	Responsibilities	Success Criteria	Outcome
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Update medical forms for pupils with medical needs as and when required and ensure all previous forms are destroyed in line with GDPR.	Autumn term (or within first few weeks if new child) Autumn term	HT SENCO Governing body	Policy is updated and processes in place. Pupils with medical needs have full access to the curriculum and the school.	
Medium Term	Targets	Strategies	Time Scale	Responsibilities	Success Criteria	
	To utilise community links with local providers.	To utilise available support from the Family Well being Centre and Aiming Higher services. To sign post those parents that need such services to the appropriate place. Develop a parent self-help board. Ensure parents are aware of Sefton Local Offer.	Ongoing Ongoing	SLT, PSA & Wellbeing Centre staff PSA, SENCO	Parents and pupils who need to access support services are able to do so. Staff are aware of services in place and parents are kept informed of available support.	
Long Term	Targets	Strategies	Time Scale	Responsibilities	Success Criteria	
	To continue to maintain the school buildings and grounds and develop accessibility where needed.	Look for funding opportunities where appropriate.	Ongoing	SLT & Whole school approach	Buildings remain maintained to a high standard and continue to develop disabled access.	

Medium Term	Targets	Strategies	Time Scale	Responsibilities	Success Criteria	
	To review children's records ensuring school's awareness of any disabilities.	Information collected about new children. Records passed up to each class teacher. Termly teacher/parent meetings. Annual EHCP and HNF reviews. Medical forms updated annually for all children. Significant health problems –children's photos displayed on staffroom notice board / info kept in SENCO file.	Ongoing Annually Termly teacher/parent meetings. Ongoing	SMT Office staff SENCO	Each teacher/staff member aware of disabilities of children in their classes. Health care plans shared with wider staff body to ensure awareness of child's disabilities when around school building.	

	To review children's records ensuring school's awareness of any disabilities.	Information collected about new children. Records passed up to each class teacher. Termly teacher/parent meetings. Annual EHCP and HNF reviews. Significant health problems –children's photos displayed on staffroom notice board / info kept in SENCO file.	Ongoing Annually Termly teacher/parent meetings. Ongoing Updated September 2024	SMT Office staff SENCO	Each teacher/staff member aware of disabilities of children in their classes.	
Long Term	Targets	Strategies	Time Scale	Responsibilities	Success Criteria	
	In school record system to be reviewed and improved where necessary. (Records on CPOMS & ARBOR network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	Assessment Leader/SLT	Effective communication of information about disabilities throughout school.	