



**Didcot**  
PRIMARY ACADEMY

## Three Year Accessibility Plan 2024-2027

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Action plan.....	5
4. Monitoring arrangements .....	8
5. Links with other policies .....	8
Appendix 1: Accessibility audit.....	9

## Policy Review Schedule

<b>Policy Name</b>	DPA Three Year Accessibility Plan 2024-2027
<b>Review Frequency</b>	Every three years
<b>Statutory Policy</b>	Yes
<b>Policy Owner</b>	Executive Principal
<b>Lead Reviewer</b>	SENDCo
<b>Approver and date of last approval</b>	Executive Principal on 3 <sup>rd</sup> October 2024
<b>Key review dates</b>	<b>Changes made</b>
1.9.2018	Reviewed by Alison Ashcroft
26.10.21	Reviewed by Alison Ashcroft & Removed references to Emma Rawlings
03.10.24	Reviewed by Alison Ashcroft and no changes made

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan including Oxfordshire Local Authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and board members.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.



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### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils,</i></p>	<p>Children with additional needs to make good progress</p> <p>Children to have the appropriate resources/facilities to access all learning</p>	<p>SENCO to monitor inclusion of all children in all lessons.</p> <p>Discussions at staff meetings.</p> <p>SENCO to continue to support staff advising on specialist support when needed.</p>	<p>Alison Ashcroft</p> <p>All staff</p>	ongoing	<p>All children to be able to access learning.</p> <p>Staff to ensure that actions are taken to accommodate medical and physical needs of a pupil.</p>



	<p><i>including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>		<p>School to be aware of support services available.</p> <p>SENCO to look at new school admissions and plan how we can accommodate their needs.</p> <p>Transition to new class teachers and arrangements to support specific learners.</p>			
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li><i>Wide corridors</i></li> <li><i>Wide doorways</i></li> </ul>	<p>Children and adults are able to access all areas of the school.</p> <p>Personal Evacuation Plans, Medical Plans to be reviewed regularly.</p>	<p>Ensure disabled parking bays are kept for this purpose.</p> <p>Regular training from staff on use of equipment</p>	<p>Bethan Gorsuch</p> <p>Alison Ashcroft</p> <p>All staff</p>	<p>Ongoing with regular reviews in place</p>	<p>Children and adults have access to all facilities in school.</p>



	<ul style="list-style-type: none"> <li>• <i>Ground floor only</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> <li>• <i>Height adjustable sink and oven in food tech room</i></li> </ul>		<p>SENCO to contact outside agencies for support for specific needs.</p> <p>Health and safety audits carried out.</p> <p>Specific children and adults to have Personal Evacuation Plans.</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille (if needed)</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>Children and adults to be able to access all areas of school.</p> <p>Access to all subjects and resources.</p>	<p>Children to have their own learning needs met as part of their EHCP's or SEN Pupil Profiles.</p> <p>Outside agencies to recommend resources etc.</p> <p>Sign language and pictorial symbols</p>	<p>SENCO Alison Ashcroft All staff</p>	<p>Ongoing and specific needs reviewed 3x a year as part of SEN process</p>	<p>The school is accessible to everyone. Teaching and environment is adapted to meet individual needs.</p>



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			used to support specific learners.			
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#### 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by principal.

#### 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



**Appendix 1: Accessibility audit**

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys	1 storey ground floor	Keep entrances/ exits clear		
Corridor access	Wide corridors	Keep walk ways clear	Principal Business manager	ongoing
Parking bays	2 disabled parking bays	Ensure that these spaces are kept for this sole use	Business manager	ongoing
Entrances	Electronic door ways	none		



Toilets	3 disabled toilets within the school	none		
Reception area	spacious	none		
Internal signage	All rooms labelled	Consider braille if appropriate		
Emergency escape routes	All classrooms, hall, food tech have access to outside	Ongoing training	Principal Business manager	Ongoing