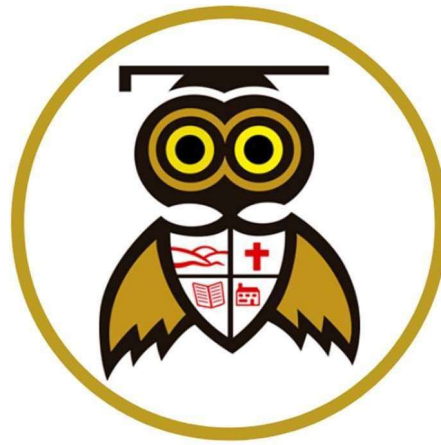




Orston Primary School

Accessibility Policy 2025 - 2026

Introduction

Duties under Part 5A of the Disability Discrimination Act require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people. Duties

in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1.0 School Ethos, Vision and Values

Orston Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability. We aim to ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

1.1 What do we understand by disability?

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act and now includes people with long-term medical conditions, such as those with cancer or surviving cancer, HIV and Multiple Sclerosis, from the point of diagnosis. It also includes mental impairments and the need for these to be clinically well recognised has been removed by the Act.

Our school accepts the “social model” of disability which recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

Our school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. We also recognise that social, educational and behavioural difficulties are part of this definition where they have a substantial and long-term effect on a child or young person’s ability to carry out normal day-to-day activities.

1.2 School’s Strategic Priorities

Orston strives to be an inclusive school. It values all pupils, parents and staff and their contribution to the school community. Through the School Development Plan and the Disability Equality Scheme, Orston aims to raise attainment for all pupils. The School aims to overcome any barriers to learning that the pupils experience.

Pupils, parents and staff will be involved in the implementation and development of the scheme to ensure that equality of opportunity for all is achieved.

1.3 Involvement of disabled pupils, staff and parents

The School welcomes parents and carers into school and enjoys their strong support. The School values their views and wants to involve parents in supporting their children’s learning.

The Headteacher/ SENCo has taken an active role in the development of this work, seeking support from other school colleagues. A named Governor has also taken an active role in the development of this work

1.4 Information gathering

At present full information is not available on members of our school community who may have a disability under this definition. We intend to address the collection of this information in the Action Plan.

Curriculum policies are to be reviewed by the working party when it is set up as not every policy includes a statement about accessibility for those with a disability. The action plan targets this area and policies will be amended.

Pupil achievement is regularly monitored during the academic year. The School tracks pupil achievement. Individual pupil needs are reviewed each term and new targets set through the schools use of One Page Pupil Profiles. There is close liaison with all agencies to ensure that pupil needs are met. A pupil with an Education Health Care Plan (EHCP) has a multi-agency review of their needs annually. Pupils considered to be under this scheme, including those not on the SEN register, are reviewed termly.

1.5 Impact assessment

The Disability Equality Scheme will be reviewed annually, as will the Action Plan. The impact of any proposed changes will be reviewed, involving consultation with parties affected, to assess the viability of proposed changes.

2.0 Identifying the main priorities for our school's scheme and deciding on actions

Orston Primary School is an inclusive school.

The school works closely with other agencies to promote inclusive practices, such as Outreach teams from Special Schools and Advisory Teachers.

The initial work of the working party will address these main areas :

- Data collection – information needed on children and adults in the school community
- Amending curriculum policies to ensure accessibility for all is explicit
- Raising awareness of the support available to pupils within school
- Involving the pupils through the school council in developing future plans

3.0 Making it happen

3.1 Implementation

The Headteacher / SENCo will oversee the accessibility policy and its implementation. It will be monitored by the governors and the SEN Governor is a member of the working party.

A detailed action plan is attached.

3.2 Publication

A copy of the Disability Equality Scheme will be given to any family on request. It will be included in the pack for all new parents and be on the school website.

3.3 Reporting

The scheme will be reviewed annually. Included in the annual report on the scheme will be

- the progress made on the action plan
- the effect of the action plan

3.4 Reviewing and revising the scheme

Evidence will be drawn from:

- impact assessments,
- data collection
- analysis of questionnaires from staff, pupils and parents
- school assessments

The information will identify priorities for the next scheme.

Action Priority	Action Required	Success Criteria	Resources	Timescale	Lead Person	Review
To create accessible entrances and exits for all, around the school.	Consider improvements to the entrances around the school ie: slopes/ramps	Slopes and ramps are installed at all entrances. Or portable slopes/ramps are available for use when needed.	Time to discuss with stakeholders and local community. Purchase of slopes/ramps	Ongoing consideration to meet the needs of stakeholders as required.	Headteacher/ Resources Committee	Govs

	Ensure all stakeholders can access the school facilities.	Public footpath will be more accessible	Cost of improvements to footpath.	Improvements to footpaths ongoing.		
Make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities	The communication with parents, Eg letters home, hand-outs in class and information about the school and school events should be made available in various preferred formats within a reasonable time frame.	All parents are able to access easily all communications sent home	Support staff time	Available	SENDCo	Headteacher
Disabled pupils participate fully in extra-curricular activities	All extra-curricular activities make adjustments to ensure all pupils are able to access the club or event.	All pupils are able to participate in every extra-curricular activity.	Planning time and resources to ensure full participation.	Available	SENDCo	Headteacher
To ensure full use of the new hygiene Suite where possible	Ensure that the hygiene suite is cleaned on a regular basis and that it is kept fully stocked.	The hygiene suite is in full use and is fully accessible.	Weekly checks to be undertaken by caretaker. Any issues to be reported to HT by staff.	Ongoing	SENDCo	Headteacher