

Old Basford School



Accessibility Plan

This policy was reviewed via an accessibility audit conducted during the Summer Term of 2025, updated and ratified by the Governing Body in Autumn 2025 and will be reviewed on a triennial basis.

Date of Next Interim Review: Autumn Term 2026

Date of Next Full Review: Autumn Term 2028

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Statement of intent

This plan outlines how Old Basford School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- EYFS Curriculum Document
- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Equality Objectives Statement Action Plan
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Needs Policy
- Intimate Care Policy
- First Aid and Medicine Policy
- Health Safety and Welfare Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum

	Issue to address	What	Who	When	Outcome	Review
2025/26	Understanding of the extent to which children with additional needs access extra-curricular activities	Monitoring of pupils accessing extra-curricular activities	SENCO, teachers	Begin Autumn 2025	SENCO and governors have increased awareness of the diversity of extra-curricular take-up	Summer 2025
2026/27	Staff confidence in assessing and delivering effective provision for a wide range of specific learning difficulties	Ongoing training for staff in use of SpLD screening tools, interventions and QFT.	SENCO, teachers, TAs	Begin Autumn 2026	All staff in school demonstrate ability to deliver assessments, intervention and classroom provision to support pupils with SpLD.	Summer 2027
2027/28	Use of new assistive technologies are not consistently well-embedded for all pupils.	Procurement of latest assistive technologies, and training for staff to ensure effective learning for all pupils with ranging additional needs.	SENCO, teachers, TAs, Schools IT, computing lead, Learning support team	Begin Autumn 2027	Pupils in school have access to the latest innovations and assistive technologies to maximise learning potential.	Summer 2028

5. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
2025/26	There is inconsistent signage for areas of school to meets needs of those with sensory or communication differences.	Symbols to be used consistently across school signage to support understanding.	SENCO, Site staff	Autumn 2025	All locations around school to be labels clearly and consistently using symbols to support.	Summer 2026
2026/27	Some pupils cannot currently access all parts of OPAL play.	Increase range of accessible play equipment	SENCO, site team, OPAL team	Autumn 2026	All pupils can enjoy similar experiences during OPAL play.	Summer 2027
2027/28	Some areas of school are less easily accessible for those with ambulatory differences.	Consider improved access to mobile classroom, trim trail, pond, lower playground and Community Cottage.	SLT, SENCO, site team	Autumn 2027	More areas of school environment accessible to all pupils, visitors and staff.	Summer 2028

6. Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
2025/26	Staff are currently unaware of the potential accessibility needs of parents/visitors.	Understanding of parents/visitors accessibility needs in order for school staff to support. Provide opportunities for parents/visitors to share needs through welcome meetings, packs, website and sign-in procedures.	Office, SLT, SENCO, all staff	Autumn 2025	All parents/visitors have an opportunity to share any accessibility needs. Needs are met wherever possible by school staff.	Summer 2026
2026/27	Lack of understanding about how to ensure fully accessible website and school information	Develop increased understanding of accessibility limitations of school website and to implement changes as required.	Office, SLT, SENCO	Autumn 2026	School website and information are more accessible to people with a wide of accessibility needs.	Summer 2027
2027/28	Some school documentation and signage may not be accessible to parents and stakeholders with visual impairments.	Large print, alternate colour, braille or tactile versions of school map, leaflets, reports, letters, etc to be available.	Office, SLT, SENCO	Autumn 2027	School signage and documentation accessible to all stakeholders.	Summer 2028

5. Monitoring and review

This action plan will be reviewed on an annual basis by the SENCO and SEND link governor and fully reviewed triennially by full governing body. The next scheduled review date for this plan is Autumn 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.