



# Accessibility Plan 2026 - 2028

Date: May 2026

Due for Review: May 2028

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## 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 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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Belonging at Ottershaw matters to us. We actively promote belonging and celebrating differences throughout our curriculum.

Our mantra is that 'if we can do our best to get it right for the most vulnerable members of our community we will be trying our best to get it right for everyone'.

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.

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

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

## Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers adapted resources and curriculum support for all pupils who need additional help to learn alongside their peers (sometimes this includes adult support, but not always and no child is allocated 1:1 support continually every day.</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>To ensure that we continually review the needs of all our vulnerable pupils with additional needs and take reasonable steps to support and adapt the learning so that they can learn alongside their peers.</p>	<p>SENCO monitoring</p> <p>Termly review of learning plans</p> <p>Termly meetings with parents to share learning plans and discuss progress</p> <p>Termly moderation and data analysis of progress and attainment of all pupils.</p> <p>Pupil progress surgeries to review targets, progress and next steps for all pupils,</p>	<p>SENCO</p> <p>SENCO and Teachers</p> <p>SENCO and teachers</p> <p>SLT, SENCO, Phase Leaders, Teachers and Local Committee</p> <p>SLT, SENCO, Phase Leaders and Teachers</p>	<p>Termly</p>	<p>Vulnerable pupils with additional needs have adaptations made across the curriculum to enable them to learn independently as much as possible, alongside their peers.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>As far as budget allows (our buildings were built in the 1960s and the Infant classrooms are noticeably small, making wheelchair access in particular very difficult)The environment is adapted to the needs of pupils and parents/carers as required. This includes:</p> <ul style="list-style-type: none"> <li>• Seating</li> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Work with Local Authority support (PSS) parents and health agencies to assess accessibility for pupils with a physical disability and plan for adaptations, as necessary.</p> <p>Work with the GST Central Team to bid for funding to make adaptations possible (if beyond the school budget)</p>	<p>Annual review with parents to consider adaptations needed.</p> <p>Report to Local Committee and GST</p> <p>Seek funding support as needed.</p>	<p>SENCO</p> <p>Headteacher and SBM</p> <p>SBM</p>	July each year.	All pupils and visitors with a physical disability can access the school site along with the rest of the school community.

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Improve the delivery of information	<p>Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations (widgets)</li> <li>• Digital and audio formats (eg google translate, voice messages, phone calls)</li> <li>• Individual meetings face to face to explain and support with form filling of required.</li> </ul>	School retains a register of all pupils with a disability as part of our SEND register.	Review and update termly.	SENCO, SLT, Class Teachers, School Admin Team	Termly	All parents and children with a physical or learning disability are still able to access school communications and learning. They feel valuable members of the school community.

<p>Offer additional support to meet the needs of young carers and their families</p>	<ul style="list-style-type: none"> <li>• Online Team Calls and Home visits for parents' evenings if parents have a physical disability or illness which prevents them from coming to school in person.</li> <li>• Ask what reasonable adjustments are needed to ensure the school is accessible as possible for parents who may otherwise not attend (eg arrange access and seating in the hall for productions and meetings).</li> <li>• Additional phone calls and texts to remind of key dates and meetings.</li> <li>• Provide priority access to enrichment and after school activities for young carers.</li> <li>• Referrals to Surrey Young Carers.</li> <li>• Referrals to Early Help and health agencies.</li> <li>• Additional pastoral support in school.</li> </ul>	<p>To know who are young carers are, talk to them about their individual needs and challenges.</p> <p>Work with families on an individual basis to understand how we can support them.</p>	<p>Ensure we maintain our register of young carers, understand the difficulties the family face and ask them how we can help/support.</p> <p>Respond accordingly.</p>	<p>SENCOs and DSL Team</p>	<p>Termly</p>	<p>Barriers to being partners and included in the life of the school are removed as far as possible.</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"><li>• Specifically track progress.</li><li>• Offer homework support.</li></ul>					