Oldway Primary School
Accessibility Plan 2026-2027
Updated 06.10.26

1. Schools' Planning Duty

1.1 Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

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

1.2 According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3 This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the trustees of Riviera Education Trust and the governors of the Local Standards Board plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4 In accordance with the Act the plan focuses on three 'key areas':

- 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.

1.5 It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. Success criteria has been set so progress and outcomes can be measured.

1.6 The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1 At Oldway Primary School we are committed to establishing equality for all pupils, their parents and carers, staff and other users of the school. This is reflected in our school aims, which state that Oldway Primary School aims:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued;
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally;
- to secure an inclusive learning environment and to support individual pupils:

(i) with special educational needs;
(ii) and / or disabilities.

2.2 In developing up and reviewing this Accessibility Plan the school sets the following priorities:

- To provide safe access throughout the school for all school users;
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs;
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3 In addition, parents and carers of children and young people with a disability were consulted to ensure all needs and areas of concern had been included.

2.4 As stated above, Oldway Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme;
- Special Educational Needs and Disabilities policy;
- Equal Opportunities policy;
- SEND Local Offer;
- SEND Information Report;
- Safeguarding policy;
- Child Protection policy;
- Health & Safety policy;
- Staff-related policies, e.g. risk assessments, Return to Work.

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5 It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1 The school's commitment to inclusion was recognised by Ofsted in its last inspection where it was stated that:

Ofsted Inspection Report June 2024

"*The school supports a higher-than-average number of pupils with special educational needs and/or disabilities (SEND). Staff make carefully considered adjustments which help most pupils with SEND follow the curriculum successfully. Adults support pupils effectively while still allowing them to develop their*

independence. The school works positively with other professionals to ensure pupils with SEND, and their families, receive any additional support they need."

3.2 **Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum**

3.2.1 Oldway has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and carers and all professionals involved in supporting the child.

3.2.2 The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability. This includes working with the Torbay SEN team, outreach services, health professionals and Torbay's Educational Psychology Service for children with a high level of need or where specialist support is needed. Where needs are complex and require support beyond than can be met with reasonable adjustments or at 'SEN Support', the SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through an Education, Health and Care Plan (EHCP) and additional top-up funding provided by the Local Authority.

3.2.3 The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for supporting pupils' emotional development, behaviour and access to learning.

3.2.4 The school works closely with specialist services including:

- Educational Psychology Service and Portage;
- Early Years Team;
- School Nurse Team;
- Occupational Therapists;
- Physiotherapists;
- Speech and Language Service;
- Mayfield Special School Outreach;
- Advisory Teacher for Hearing Impaired;
- Advisory Teacher for Visual Impairment;
- Chestnut Outreach;
- Mental Health Support Team;
- CAMHS;
- GPs and Paediatricians;
- Bladder and Bowel Nurse;
- Young Carers;
- Other advisory services and charities.

3.2.5 The school's governors, teaching staff and support staff have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment;
- Physical disability;
- Visual impairment;
- Specific medical conditions including asthma, eczema, ADHD, Type 1 diabetes;
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia;
- Autism;

- Speech, language and communication needs (SLCN);
- Emotional difficulties, including attachment disorder or bereavement;
- Developmental disorders, e.g. fetal alcohol syndrome;
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome;
- Specialised feeding e.g. gastric feeding;
- Physiotherapy.

3.2.6 Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work;
- SENDCo;
- Family Support Worker to access Early Help and other agencies, e.g. Young Carers;
- 1:1 and small-group pastoral support;
- ELSA trained adults;
- Access to refer to children and families in grief programmes for support following bereavement, grief or loss;
- Lifts to access all areas of the school;
- Advice, assessment and direct therapy from Speech and Language Therapist;
- Educational Psychologist;
- Makaton sign language;
- Access to Outreach from Mayfield, Chestnut, Barton and Hearing Support Team;
- iPads and access to technology;
- Range of literacy and maths interventions;
- Fine motor skills intervention, e.g. Funky Fingers;
- Fully accessible pool with hoist, changing facilities and 'Top Up' swimming sessions;
- Access to ALL extra-curricular activities and clubs, school visits and residential;
- Advice and support from School Nurse Team;
- Paediatric First Aiders;
- Outdoor Wild Learning (OWL);
- Forest School trained staff
- Use of diagnostic assessments to explore barriers to learning (see Local Offer);
- Transition arrangements, planning and support;

3.2.7 The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.3 **Current Actions: improving access to the physical environment of the school**

3.3.1 This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2 There are very few parts of the school to which disabled pupils have limited or no access following the Local Authorities capital building project completed in 2011 and the use of the schools delegated capital funding to make minor adjustments to improve access and support the needs of its current community.

3.3.3 In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

3.4 **Current Actions: Improving the delivery of information to persons with a disability**

3.4.1 School staff are aware of the services available for converting written information into alternative formats. In addition to this the school buys into Widgit to be able to convert all words into images.

4. Review and Implementation

4.1 The Accessibility Plan is reviewed annually by the SENDCo, School Leadership Team and governors. In addition, it will be reviewed three-yearly by the Working Party following consultation with the larger school community, parents and carers and School Council.

4.2 The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

4.3 To allow the school to track progress and demonstrate how it is actively fulfilling its duty, a copy of the school's plan for 2012-2015 is attached alongside the school's current plan in Appendix 1.

4.4 The actions have been shaded as follows:

- GREEN for actions that are complete
- YELLOW for actions that are to be carried over to the next action plan
- RED for actions that are complete but require ongoing activity

4.5 Information on how to view this plan is included in the Disability Equality Scheme, in the school prospectus and on the school's website.

Appendix 1: Oldway Primary Accessibility Plan

Access to the Curriculum						
Priority	**Lead People**	**Strategy / Action**	**Resources**	**Time**	**Success Criteria**	**Achieved?**
Continue to develop inclusive, quality first teaching within a mastery approach to the curriculum.	All teaching staff	Coaching and support for teachers on adapting and personalising the curriculum for pupils with additional needs, through in-school monitoring arrangements and staff training. Classroom Excellence implemented across the school to support consistencies.	Staff meeting	Ongoing	Increased access to the curriculum for pupils with additional needs. Needs of all learners met within reasonable adjustments and good adaptation.	
Continue to develop as an 'autism-friendly' school	SENDCo and Autism Champion	Training and advice from Autism Champion for all staff, especially those new to school. PINS project - training on autism affirming practice from the EP service	Staff meeting	Ongoing	Appropriate access to the curriculum for pupils with autism.	
Develop a 'Trauma informed' approach	External training	Training and continual revision of trauma informed approach for all staff and pupils	External training and staff meetings	Summer 2023	Trauma informed approach embedded. Behaviour incidents decrease.	
Parental and pupil feedback (c.f. SEN Audit).	SENDCo	Questionnaire / consultation with parents of pupils with SEND.	Leadership time	Ongoing - reviewed regularly	Feedback used to inform future priorities and school improvement.	
Audit access to extra-curricular activities	SENDCo	Offer places to all SEND and PP pupils. Places ringfenced for these pupils.	None	Spring 2023	Participation in extra-curricular activities for pupils with SEND is in line with peers.	
Review of classroom environment	Headteacher	Review classroom environments in order to reduce cognitive load, make classrooms suitable for all with an autism friendly focus. Peers of the same age and ability in the same blocks. Enhanced access to safe and appropriate outside areas for younger children with suitable resources. Support from the occupational therapy service to reduce cognitive and sensory overload within the school environment.	Premises team All Staff	Spring 2023 and ongoing	Corridors streamlined - KS1. Complete Spring 2023. Classrooms decorating on a rolling programme - begun spring 23. KS1 corridor displays simplified - completed Summer 23. Classroom environments to be reviewed for Sept 23. Fencing around Year 1 outside provision area - June 2024 KS1 and KS2 blocks swapped - Sept 2024	

Support of children's mental health	Headteacher and Inclusion Team	Engage with Torbay Mental Health worker project to support children and their families who are affected by mental health. 1:1 sessions from MHST and group/whole class intervention	MHST practitioner - half a day a week.	Ongoing	Mental health of targeted children is managed effectively and/or improves through direct intervention with children and/or their family which, in turn, improves access to the curriculum and progress. Whole class workshops.	
Increasing areas for pastoral provision	Headteacher and Inclusion Team	Develop the old KS2 library to become a hub for the Inclusion and Pastoral team. Develop an area for parent coffee mornings and school nurse dropping, community involvement and outreach. Harbour, Lighthouse, Cove, Bay, Tis breakout rooms all developed for pastoral intervention purposes.	Furniture Premises Team	September 2024 Continued to September 2025	To be able to meet the growing needs of individual children in order for them to be ready to access the curriculum in their mainstream classroom.	
Utilising IT and programs (eg Widgit and United Curriculum) to enable equality of access	SENDCo, IT Team and Class Teachers	Source suitable Apps and equipment to further promote learning.	Staff Meeting Coaching Time IT Equipment Apps purchasing and licensing	Summer 2025	Classrooms accessible to individual children, personalised accessibility where required.	
Assessment tools	Deputy Head and all staff	Purchase 'Insight' tracker, install and train staff to use effectively.	Staff Meeting Coaching Time IT Team All staff	June 2024	To be able to accurately assess and track progress and attainment of all pupils.	
Access to the Physical Environment						
Priority	**Lead People**	**Strategy / Action**	**Resources**	**Time**	**Success Criteria**	**Achieved?**
Sensory Room	SENDCo	Provide space for sensory breaks for high needs pupils	Sensory room TA support Budget	2022	Children accessing the sensory room to increase focus when learning. Safe space to access for high needs pupils.	
Safe spaces	Class Teachers and SENDCo	Continue to ensure that there are sufficient safe spaces and quiet areas across the school.	From delegated SEND budget	Ongoing	Sufficient safe spaces and quiet areas are in place and effectively used across the school to meet the needs of pupils.	
Improve signage to indicate access routes around school	SENDCo	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school. Provide access plan of building in reception area for visitors to school	Cost of signs, where needed	completed 2022	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.	
Disabled parking	Office Manager	Ensure disabled parking spaces are always available for those parents and pupils	None	Ongoing	Disable badge holders are always able to access disabled parking, when required.	

					Prompt action taken for users who do not park appropriately.	
Outdoor sensory provision	SENDCo	Develop Wild learning and outdoor areas	School Improvement	Spring 2023	Outside areas used more effectively to increase access for pupils	
Pond	SEN Teacher	Develop pond and nooks outside Nurture Room	SEN budget	Summer 22	Pond area used more effectively to increase access for pupils	
3 floor platform lift	Estates	Install Lift	Half SEND Grant Half Trust reserves	Summer 2024	Equality of access for any person.	
New doors for Gibson Hall and Main Reception	Estates	Replace automatic doors to main school reception and Gibson Hall	Repairs Budget	Spring 2025	Disability access.	
Lower the curb by the disabled car parking spaces in school car park	Estates	Lower the curb to enable easy access from the disabled car parking spaces.	Repairs Budget	Summer 2025	Disability access.	
New Nurture Room	SENDCo	Calm space available with outside area for a nurture/SLCN provision in the afternoons	SEND Grant	Summer 2025	Accessible area for all children to use	
Play Room	SENDCo and Estates	Provide a space for play to support children with SLCN throughout the day.	Capital Funding	Summer 2026	All children can access this area to support their SLCN.	
Access to Written Information						
Priority	**Lead People**	**Strategy / Action**	**Resources**	**Time**	**Success Criteria**	**Achieved?**
Availability of written material in alternative formats	Office Manager	All staff and parents aware of services available for requesting information in alternative formats.	Contact details & cost of translation / adaptation	Ongoing	'Alternative formats and languages, on request' added to all letters from school. Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.	

Appendix 1: Oldway Primary Accessibility Plan 2026-2027

Appendix 2: Reasonable adjustments in the classroom: a checklist

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teaching staff may find useful in thinking of a range of adjustments they might need to make to ensure all pupils are able to access learning and the environment.

1. **Pre-planning information.** • Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class? • Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class? • If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Year Leader, previous teacher, Head or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.	**Notes**
2. What preparation have you made with the class/ group for: • one to one peer support • collaborative learning • group work • valuing difference of race, gender, ethnicity, disability or religion How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class? Are you familiar with the school's behaviour policy?	
3. **Lesson planning: how will you support the needs of all learners?** Consider: • seating; • timing; • variation of activities; • types of activities and resources to support learning [concrete/abstract];	

• deployment of resources within the lesson access around the classroom; • reinforcement of key ideas and key language; • extension activities; • recall of previous learning; • links to future learning; • clear instructions; • deployment of available adults; • Will the content of the lesson engage all pupils from the beginning? • Will there be sufficient variation in activities and pace to engage all? • Are you able to access specially adapted equipment or resources for some pupils to enable them to participate fully? If not, can an alternative way be found? • Will the differentiated learning allow all pupils to experience success?	
4. **What teaching strategies and approaches are you going to use?** • Use of photos, mind maps, maps and diagrams, pictures, film clips, working walls. • Use of movement, role play, story-telling, talk, artefacts, visitors, use of the environment, effective questions, problem solving, clear sequencing, music, singing.	
5. **Prepared materials** • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word banks, number lines, etc, are they accessible to all? • Appropriate use of augmented communication and IT?	
6. **Self-presentation** • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the pupils aware that you might approach the behaviour of some children in a different manner to the rest of the class? • How will you use your voice in the lesson, e.g. volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when?	

7. **Use of support staff** • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? Does their use allow all children to be equally included in the class activities? • If you are using support staff for targeted teaching, how do you know the pupils are gaining from this? • If you are using targeted teaching/intervention, how are the groups organised?	
8. **Classroom organisation** Is seating carefully planned and/or the activity accessible for pupils with: • mobility impairments e.g. circulation space, table height • hearing impairments e.g. sight line for lip reading/ interpreter/ no glare • visually impaired e.g. maximise residual sight, if touch can reach • pupils with challenging behaviour e.g. in adult gaze; at front for eye contact • pupils with short attention span/easily distracted, e.g. sit on own workstation • learning difficulties who need a lot of support, e.g. next to peer support • short attention span, e.g. distraction-free zone What seating plans are you using and why? Will seating plans/classroom layout make use of peer support and how?	
9. How will you organise and group pupils in lessons? • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/similar ability groupings? • Specific pairs of pupils working together, e.g. stronger reader/weaker reader?	
10. **How will you deal with unexpected incidents?** Are you aware of the systems for dealing with unexpected incidents, e.g. evacuation, fainting or fits, incontinence, medical emergencies?	

11. **How will you ensure that all students feel equally valued through their experiences of:** • the allocation of teacher and support staff time; • being listened to/ paid attention to; • being respected; • achieving; • interacting with their peers.	
12. How will you assess the outcomes? • Do you have an approach for assessing the achievements of all? • Have you looked at alternative forms of assessment e.g. video recording progress, peer evaluation, self-evaluation? • How will you involve pupils in assessing their progress?	