

Accessibility plan



Overdale Junior School

Respect • Resilience • Responsibility

Approved by:	Head Teacher and Governing Body	Date: February 2023
Last reviewed on:	January 2026	
Next review due by:	January 2029	

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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Overdale Junior School aims to uphold a positive, non-discriminatory approach to disability, as part of its commitment to equal opportunities to primary education and will focus on removing barriers in every area of the life of the school to ensure that disabled pupils, employees and other service users are treated equally.

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

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a scaffolded curriculum for all pupils • Teaching strategies are embedded across all subjects to ensure pupils with a range of needs can access learning meaningfully. • Staff receive regular training on SEND, including specific training on supporting pupils with physical, sensory, and cognitive disabilities. • Assistive technology (e.g., reading pens, speech-to-text software, 	<p>All children achieve their full potential.</p> <p>Ongoing training for staff</p> <p>Resources purchased to meet group and individual need.</p> <p>SEND register is regularly monitored.</p> <p>Cause for concern lists kept.</p> <p>IEP's written, implemented and monitored</p>	<p>Pupil progress meetings held termly.</p> <p>Intervention mapping reviewed termly</p> <p>Assessments undertaken termly</p> <p>IEP's reviewed and shared termly.</p> <p>Formal and informal feedback given to pupils</p> <p>Parents meetings held as needed.</p>	<p>Class Teachers</p> <p>SLT</p> <p>Head of School</p> <p>Assistant Headteacher</p> <p>Executive Headteacher</p> <p>SENDCo</p>	Ongoing	

	<p>enlarged print resources) is available and used where appropriate.</p> <ul style="list-style-type: none"> • Teaching assistants are deployed strategically to support independence rather than dependency. • Classroom environments are adapted to reduce sensory overload and improve accessibility (e.g., visual timetables, clear signage, reduced clutter). • Regular communication with parents, carers, and external professionals ensures a joined-up approach to meeting pupils' needs. • Transition arrangements between year groups and key stages include enhanced support for pupils with disabilities. 	<p>Intervention maps written</p> <p>Formative and summative assessment used to facilitate learning</p> <p>Quality First Teaching is high priority</p>	<p>SENDCos to monitor progress</p> <p>Phase Leaders to monitor progress</p>			
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	<ul style="list-style-type: none">• Extra-curricular activities and school trips are planned inclusively, with reasonable adjustments made to ensure participation for all pupils.• Progress is tracked for all pupils, including those with a disability• Targets are set effectively and are appropriate for pupils with additional needs• The curriculum is reviewed to ensure that it meets the needs of all pupils					
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Regular site audits are carried out to ensure the physical environment remains 	To ensure the school environment is fit for purpose	Ongoing maintenance and identification by all staff to ensure school site is accessible to all	Head of School Executive Headteacher PO	Ongoing	

	<p>compliant with accessibility standards and continues to meet pupils' needs.</p> <ul style="list-style-type: none"> • Clear, high-contrast signage is used throughout the school to support pupils with visual impairments. • Classrooms are arranged to allow wheelchair users and pupils with mobility needs to move freely and safely. • Outdoor spaces, including playgrounds and sports areas, are designed or adapted 					
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	<p>to ensure inclusive access and participation.</p> <ul style="list-style-type: none"> • Emergency evacuation procedures include Personal Emergency Evacuation Plans (PEEPs) for pupils with disabilities. • Acoustic considerations (e.g., soft furnishings, sound-absorbing materials) are used in key areas (including the dining room and hall) to support pupils with hearing impairments or sensory needs. • Lighting is monitored and adjusted to 					
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	<p>reduce glare and support pupils with visual or sensory sensitivities.</p> <ul style="list-style-type: none"> • Doors, handles, and thresholds are maintained to ensure ease of use for pupils with limited strength or dexterity. • Staff are trained to identify environmental barriers and report issues promptly so adaptations can be made quickly. 					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods (as appropriate) to ensure information is accessible.</p> <p>This includes:</p>	To ensure that all methods of communication are used so that our children are able to access the curriculum.	Ongoing need arises.	<p>SENDCo</p> <p>PO</p> <p>Head of School</p> <p>Executive Headteacher</p>	Ongoing	

	<ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (If needed) • Staff able to wear microphones for hearing impaired children who need hearing loops. • Pictorial or symbolic representations (Widgets) • Communication and Print <p>Implementation of Ed-tech (Frontiers) Digital platforms (including Showvie) used in the school allow pupils to access learning materials in multiple formats (audio, video, text, symbol-supported), improving accessibility</p>					
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	<p>for pupils with a range of disabilities.</p> <p>Online learning tools include built-in accessibility features such as adjustable font sizes, colour contrast options, screen-reader compatibility, and captioned video content.</p> <p>The school's Frontiers project supports personalised learning by enabling pupils to access content at their own pace, revisit instructions, and use assistive tools embedded in the platform.</p>					
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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 reviewed by the SENDCo and Head Teacher.

It will be approved by the governing body.

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
- SEND policy
- Supporting pupils with medical conditions policy