ACCESSIBILITY PLAN

Ormesby Primary School

Plan Duration: 2025–2028
Review Cycle: Every 3 Years
Annual Monitoring by: Head teacher, school governors, SENDCO and SLT
Published on: School Website

1. Introduction & Legal Framework

Ormesby Primary School is committed to promoting equality of opportunity and ensuring all pupils, staff, parents, carers and visitors, including those with disabilities, can fully participate in school life.

This Accessibility Plan meets statutory requirements under:

- The Equality Act 2010
- SEND Code of Practice (2015)

This plan sets out actions to improve:

1. Access to the curriculum
2. Access to the physical environment
3. Access to information

Lead Staff Responsible:

- Headteacher

- SENCo
- Site Manager
- SEND Governor

2. School Context

Ormesby Primary School is a one-form entry primary school in Redcar and Cleveland serving pupils aged 3 to 11. The school has a capacity of 354 pupils and currently has 187 on roll. At present, 38% of our pupils are eligible for Free School Meals.

Ormesby Primary School is part of the Ironstone Academy Trust, and we uphold the shared values of inclusivity, resilience, openness and nurture. Our staff are committed to ensuring that all pupils and parents are supported to participate fully in every aspect of school life.

Currently, 55 pupils are registered as having an additional need or disability. The school is continuing to strengthen its graduated response so that needs are identified early and appropriate support is put in place. We provide tailored support for pupils through SEND Support Plans, and some children have an Education, Health and Care Plan (EHCP).

We offer provision for a wide range of needs, including communication and interaction difficulties, cognition and learning needs (such as dyslexia or moderate learning difficulties), social, emotional and mental health (SEMH) needs, and sensory or physical needs. We can also offer support pupils for whom English is an additional language (EAL).

3. Accessibility Action Plan

Increasing Access to the Curriculum

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Ensure high-quality inclusive teaching for all pupils	Ensure that all teachers, including staff new to the school are confident in using the teaching and learning handbook to ensure that adaptive teaching strategies are used to support pupils during all lessons. Promote quality first teaching as the primary driver for supporting pupils in lessons, embedding the use of tools such as the Ordinarily Available Provision document from Redcar and Cleveland and the Redcar and Cleveland Range Document. Develop the curriculum to include reasonable adjustments, quality first teaching approaches and adaptive practice so that teaching and learning is inclusive of all learners. Ensure CPD reflects appropriate aspects of adaptive teaching and inclusive practice to develop understanding of high-quality inclusive teaching. Staff to use circles of vulnerability to identify need and target the relevant support for pupils.	**Class Teachers, SENCo, SLT, subject leads**	**Ongoing; reviewed termly**	Evidence of consistent inclusive practice in learning walks and DDI; evidence of inclusive practice during inclusion monitoring visits, evidence of practice in book scrutiny, improved progress for SEND pupils.

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Ensure early identification of SEND	Staff induction of new starters to ensure understanding of SEND policies and procedures used in school to ensure early identification. Use Well Comm assessment systems to identify speech, language and communication needs early and provide targeted support and intervention based on outcomes and data. Conduct EYFS baseline assessments reflecting SEND risk factors. Conduct termly analysis of data to identify any emerging patterns of need for individual pupils. Continue to embed the use of the Inclusion Monitoring Cycle graduated response to SEND Support for early identification. Continue 4-weekly inclusion monitoring cycle in collaboration with class teachers and SENDCO. Provide staff training to develop staff understanding of a range of needs and support that can be offered. Gather information from parents and other professionals on transition into nursery (e.g. early years settings), or during a mid-year transition from another school.	**SENCo, Class Teachers, SLT**	**Ongoing, Every 4 weeks, Every term**	SEND needs identified early and support put in place; evidence of early identification logged; interventions begin within 4 weeks; children with SEND make progress towards their individual targets clearly evidenced

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Provide targeted and specialist support	Used the SEND inclusion cycle to ensure that support is targeted and started in a timely manner. Create SEND Support Plans in collaboration with parents and pupils, with input from the SENDCO as appropriate. Plan and deliver targeted interventions, based on data and ongoing assessment from data analysis and formative assessment. Liaise with external professionals regarding specific needs and implement advice and recommendations. Develop Medical Health Care Plans, in collaboration with parents to support children with medical needs. Create risk assessments for children with identified medical needs (e.g. epilepsy). Provide a carefully planned transition for identified pupils between year groups, phases of education and during mid-year transfers.	**SENCo, teaching assistant, Class Teachers**	**Termly reviews**	Interventions show measurable impact (before/after data); outcomes for pupils with SEND are improved and this is reflected in data; pupils with medical needs are supported in school and attendance remains good
Improve accessibility of the curriculum	Adapt long-term plans to include strategies and resources that will remove barriers e.g. the use of practical resources in maths, or adapted resources in DT.	**Subject Leads, SENCo, Teachers**	**Annual planning cycle**	SEND pupils access all subjects, trips and clubs that are planned and delivered in school.

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
	Ensure that resources used in lessons are adapted to meet the needs of the range of learners in the classroom and develop SEND Support Plans to reflect these reasonable adjustments. Ensure appropriate risk assessments are in place to support the effective inclusion of pupils on school trips, residential visits, during PE and other during other practical activities. Increase staff:pupil ratios to ensure effective inclusion on visits, during practical lessons, on residentials, during PE etc.			
Develop staff expertise in SEND	Plan and deliver annual staff CPD on specific needs, supported by external professionals when needed. Ensure annual refreshers for relevant training, including medical needs is complete e.g. for asthma, epilepsy etc. Seek support from external professionals for medical needs e.g. epilepsy nurse, JEXT training etc. Induction for new staff in policy and procedures for supporting inclusion.	**SENCo, External Providers**	**Annual training cycle**	Increased staff confidence; improved adaptations noticed in classroom visits/DDIs etc; medical needs are met.

Improving Access to the Physical Environment

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Ensure school buildings are accessible	Site manager and headteacher to carry out an annual school access audit. Maintain clear routes and decluttered corridors to ensure a safe environment, with planned points in the academic year to monitor this at least half termly. Ensure that classrooms have a clear entry and exit route with adequate space for pupils to move around. Where building works or renovations take place, use signage to ensure high-contrast symbols appropriate for young readers and to incorporate communication methods (e.g. widgit) that the pupils are familiar with.	**Site Manager, Headteacher**	**Annual audit**	Pupils move around school independently and safely; no accessibility complaints.
Improve access to toilet and hygiene facilities	Maintain accessible toilets for children and adults to be monitored during annual site checks. Provide step-stools for children, if needed. Ensure that toilets and sinks are child-friendly for younger pupils. Develop intimate care plans, in collaboration with parents, for pupils who require regular support with this to	**Site Manager, SENCo, class teachers**	**Ongoing**	Hygiene needs are met appropriately and safely; children are confident in managing their hygiene needs; staff are aware of their duty with regards to intimate care.

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
	ensure privacy and dignity and support children to move towards independent toileting. Ensure staff are appropriately trained to support children with intimate care needs.			
Ensure safe emergency evacuation	Produce PEEPs (Personal Emergency Evacuation Plans) for identified pupils to ensure the safe evacuation of these pupils from the school building, which will be shared and agreed with parents and carers. Include practice for supporting pupils with a range of needs during fire and lock down drills, to be identified prior to the drill taking place. Ensure that visual and auditory alarm systems are functioning during site checks.	**SENCo, class teachers, Site Manager**	**Termly**	Safe evacuation achieved; PEEPs remain up to date; PEEPs are shared with parents; children with a PEEP are identified and staff are aware.
Improve classroom accessibility	SENDCO to support staff to understand which appropriate tools for children are needed to support their sensory needs and allow accessibility to the classroom e.g. fidgets, ear defenders, alternative seating arrangements. Develop low arousal spaces and tidy classrooms.	**Class Teachers, SENCo**	**Ongoing**	Children with sensory/physical needs work comfortably and without barriers; children with identified needs remain regulated during the school day and are well supported to co-regulate as needed.

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
	Create small, low-arousal workspaces to allow sensory breaks and support regulation for identified children. Incorporate movement breaks into daily classroom teaching to support individual needs. Ensure that there are accessible routes in and out of the classroom to support children with physical disabilities. Teachers to consider seating arrangements for individual pupils to ensure accessibility.			
Improve outdoor accessibility	Ensure routes in and out of the building are clear and uncluttered for accessibility. Provide alternative, quiet areas for children to access during outdoor activities and break times. Develop the adapted outdoor equipment in school to allow better access for PE and outdoor learning. Work with peer-partners to train them to support in playtime games to encourage participation and inclusion. Share information about individual pupils with outdoor learning and PE providers (e.g. physical needs, medical needs) to	**Site Manager, PE Lead**	**Annual review**	All pupils participate in outdoor activities safely; all pupils are supported to participate in outdoor learning opportunities; pupils can access break times.

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
	ensure understanding of the support required.			

Improving Access to Information

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Improve access to information for pupils	Use a consistent visual timetable across the school to ensure access for all pupils. Use now and next as a strategy for breaking down information, or next steps. Use reduced language when communicating important messages, or instructions. Create social stories to support understanding of routines, trips, transitions or other communications. Provide text in large print, or use simplified or audio versions of materials for those who require it. Use appropriate systems for supporting pupils with hearing impairments e.g. audio loops. Refer for support from the STARS service for individual pupils with	Class Teachers, SENCo	Immediate & ongoing	Pupils understand routines and instructions that are communicated to them.

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
	hearing, visual or multi-sensory impairments. Provide translated versions of information, or seek the support of an interpreter as required, for pupils who have EAL.			
Improve access to information for parents	Provide translated versions of letters and other school information, or seek the support of an interpreter as required. Offer information in large print, digital or audio, as appropriate on request from parents/carers. Offer termly SEND Coffee Mornings for parents, with other professionals invited to offer support and insight e.g. Family Voice, SALT etc.	**Admin Team, SENCo**	**Ongoing**	Parents and carers have access to all information and understand what is being communicated with them; increased engagement from families who may have an additional needs, or EAL.
Improve digital accessibility	Ensure that policies are available in plain English, easy to read or other appropriately supported versions on request. Where remote learning is required, ensure resources are appropriately adapted for SEND learners. Ensure the school website is WCAG 2.1 AA compliant	**Website Administrator, SLT**	**Annual audit**	All families access digital information without barriers.

4. Staff Training & Professional Development

In line with DfE accessibility expectations, all staff at Ormesby Primary School engage in ongoing professional development to ensure they can meet the diverse needs of pupils and fulfil the school's anticipatory duty under the Equality Act 2010. Staff training is regularly updated to reflect current legislation, statutory guidance and best practice in inclusive education, including approaches to supporting pupils with SEND, removing barriers to learning and promoting full participation in school life. By ensuring that every member of staff understands up-to-date policies, procedures and accessibility requirements, the school maintains a consistent and well-informed approach that enables pupils to access the curriculum, school environment and information effectively.

Staff have received training in the following areas:

- Paediatric First Aid
- Administering medication
- Supporting pupils with Asthma
- Supporting pupils with Epilepsy
- Trauma-informed Practice
- Understanding FASD
- Behaviour regulation
- Sensory needs
- Autism in the Early Years

Success measured through:

- Learning walks
- Staff confidence surveys
- Pupil progress and behaviour data

5. Partnerships & Co-Production With Parents and Agencies

School works with:

- Parents/carers
- Local Authority SEND Team
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- CAMHS / mental health support
- Visual & Hearing Impairment Teams (STARS)
- Health professionals for medical care plans
- School nursing team
- Social care and Early Help Teams

Working with parents and carers:

- Parents are invited to meet with class teachers to discuss any extra support that they believe their child may need

- Staff will work in collaboration with parents to develop support as part of school's inclusion cycle

- Class teachers will work in collaboration with parents, and the SENDCO, to develop SEND Support Plans when children are added to the school SEND register

- Parents and carers will meet at least termly with class teachers to review SEND Support Plans and set appropriate targets

- School and parents, may work in collaboration with outside agencies to develop and refine support

6. Monitoring and Review

The LAC will:

- Receive an annual accessibility report
- Monitor improvements to curriculum, environment and communication
- Review the plan every 3 years
- Ensure continuous alignment with Ofsted and DfE requirements

The SENCo will:

- Maintain a live working document
- Report to SLT and governors termly
- Update actions as needs change

7. Publication

The plan is published on Riverdale Primary School Website (please see link below):

Ormesby Primary School -

Available in alternative formats via:

office@ormesby.org.uk
01642 314430

8. Summary Statement

At Ormesby Primary School, we are committed to providing an inclusive education for all learners. Our approach is guided by the principles outlined in the Children and Families Act and the SEND Code of Practice, which emphasise the importance of early identification, personalised support and the active involvement of parents and pupils in the learning process. We believe that every child has the right to a

high-quality education that meets their individual needs.