OLD FLETTON PRIMARY SCHOOL *Children and learning at the heart of our CARE-ing community*	**Old Fletton Primary School** **Accessibility Plan** Version 9 - March 2026

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

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, this procedure sets out the process for raising these concerns.

We have included the views of some stakeholders in the development of this accessibility plan, including staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with additional needs.	We use resources tailored to the needs of pupils who require support to access the curriculum (scaffolds) Curriculum progress is tracked for all pupils, including those with additional needs using a specialist small steps assessment package - B Squared alongside the use of PIXL and Teacher Assessments. The curriculum is reviewed to ensure it meets the needs of all pupils.	**Short term:** To identify those SEN children where BSquared is an appropriate assessment tool for monitoring and target setting - liaising with Class Teacher and Afternoon Provision Lead to ensure those in reception are identified appropriately **Medium term:** Clear development and target setting for all pupils with an EHCP in place. **Long term:** Ongoing review of 2 year rolling curriculum within the Nest Provision Group to ensure individual targets , interests and provision are specific to the EHCP and target needs of the children within the provision.	Targeted time for Nest Provision Lead to complete BSquared assessments weekly. 6 weekly inclusion meetings will ensure children are identified quickly and baseline assessments completed SENCO to monitor use and development of package being implemented within the identified children working below key stage assessment package. External monitoring activity e.g. SSP review or SIP visit. Curriculum professionals commissioned to develop SEN within current curriculum plans	SENCO SENCO DHT Provision Group Adults HT / DHT and Subject Leads	May 2026 July 2024 July 2026	Weekly oversight of BSquared to ensure small steps are updated. Liaise with support staff to complete baseline assessments still outstanding. Children identified as being significantly below current key stage curriculum assessment packages to show small steps progress specific to their needs and abilities. Books, lessons and pupil voice show that the curriculum is meeting the needs of SEND pupils.

Improve early identification of pupils who may require further investigation for needs and support.	The use of Insight to develop simple learning plans and record communication between professionals and families of individual children. Yearly meetings between pre and next teacher to share information on all pupils in the class. Professional dialogue between staff members and parents to develop a better understanding of both teacher and parent concerns. 6 weekly cycles of Inclusion meetings between SENCO and class teachers to identify early any issues and place appropriate support and referrals where required.	Short Term Insight Learning plans to have clear smart targets for all interventions that take place and to be reviewed every 6 weeks during inclusion meetings. Monitoring of current Insight learning plans to ensure that provision stated is in place and consistent. Medium Term: To develop a clear expectation, resourcing and monitoring of Ordinarily Available Provision(OAP) in all classrooms and learning spaces Long term:	SENCO to deliver the inclusion meetings ensuring Insight learning plans are clear a and have smart targets for all interventions. SENCO to meet 6 weekly to monitor and identify any pupils that are causing concern due to learning need or progress SENCO to identify the OAP best suited to the needs of the pupils identified within school, using the Peterborough SEND OAP document as a guidance to develop OAP practice across school. SENCO to regularly monitor OAP provision in classrooms to ensure correct provision is in place at all times.	SENCO / Teaching Staff SENCO / SLT SENCO	May 2026 September 2026 May 2025	Monitoring of Insight notes sections will ensure that anyone communicating with families will be aware of plans in place and communications held. Review of targets set on the APDR section of Insight completed by teaching staff and robustly support further professional assessments. Monitoring of classroom provision of OAP during drop-ins show embedded use of resourced provisions. Pupils are identified early in their educational career and OAP and APDR systems are routinely in place from the point of identification. A clear progression document of OAP embedded in use across all learning spaces.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report