



# Oughtibridge Primary School

## Our Accessibility Plan

Dec 2021 – Dec 2024

**“No child left behind...  
No barrier can’t be overcome...”**

To chat to us about this plan, please get in touch



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# Welcome to our 3 Year Plan for SEND

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## Introduction

When some people see the words *Accessibility Plan*, they think "old news". After all, schools have had accessibility plans since 2002. How could there be anything left to do? If a school has all the accessible toilets and ramps it needs, it's about as accessible as it can be. Isn't it?

Changes to buildings are especially important for people with physical difficulties. However, for most children with ADHD, an accessible toilet makes no difference to them. For this child, improving access may mean giving them access to wobble cushions, an individual reward system, a fiddle toy, movement breaks and sensory circuits. All of this can be achieved without us needing to mix concrete or plumb new toilets.

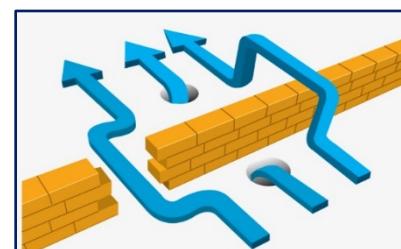
This accessibility plan tells you what we believe, our goals and the steps we plan take to make OPS even better.

We may plan physical adjustments, but accessibility is about much more. It also includes both children *and adults*.

Accessibility doesn't mean removing every barrier. Some barriers can't be removed. But it does mean finding creative ways to deal with the barrier.

If we cannot remove the barrier, we want to work together to get over it, under it or round it.

Please read on...



# Our Goals

Our goals reflect our school's ambitions. But, they are also things that parents say matter to them and their children.

<b>1</b> All children have been exposed to a good range of disabled role models (including both milder and more severe needs).	<b>2</b> There is no bullying of children because of their SEND.	<b>3</b> Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.
<b>10</b> 2023/24 attendance of SEND pupils is better than the whole school average.	<b>The Final Word</b> Let's say that on Haggstones Road, a mum gives birth early. It's a difficult birth. The baby is born at 26 weeks and is very poorly in the first few days of their life. The difficulties at birth caused damage to his young brain.  We want our school to be better by the time he arrives aged 4 than it would have been if he had come through our doors in September 2021.  We want him to read well, have friends and be well placed to have good physical and mental health for life.	<b>4</b> No child leaves FS without having been invited to a friend's house.
<b>9</b> All children can access social opportunities in the Dining Pod because the environment is modified to reduce sound reverberation.		<b>5</b> Every child leaves every year group having been invited to at least three classmate's birthday parties.
<b>8</b> Our twice yearly parent sessions are co-produced and enhance the level of SEND know-how in our families.	<b>7</b> All children with disabilities are offered effective interventions to understand their difficulties by Y4 (in liaison with parent wishes).	<b>6</b> All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months.

# Our Plan

## What's in our Plan?

Our plan is broken down into three parts

- Our children's learning
- Our classrooms and buildings
- What we write

## What's not in Our Plan?

We do lots to **maintain** previous improvements. For example, we repaint white edges onto our outside steps. This keeps school safer for people with vision loss. However, we generally don't include this in the plan because the plan is about how we'll make things even **better** (and not just maintain what we've done already).

However, if for example, we renew our autism training, we would put that in (because each time staff do it they take new things away from it). Thus, the training does make life **better** for our SEND pupils rather than just **maintain** previous improvements.

The key question is "Will it make it **better** at the end of Year 3 of this plan than it was at the start of Year 1 of this plan?"

## Quick Note on Words

- SENDCo is short for Special Educational Needs & Disabilities Co-ordinator
- SBM is short for School Business Manager

# Our Children's Learning

When & Who?	Target	Comments
From January 2022 All staff	Goal 1... All children have been exposed to a good range of disabled role models (including both milder and more severe needs).	We will make sure that children have opportunities within the curriculum to study individuals with SEND.  By 2024, pupils will be able to discuss their own area of SEND and role models they admire.
SLT Spring 2022	Goal 2... There is no bullying of children because of their SEND.	We currently have Playground Friends who support pupils at playtimes. We will provide extra training for Playground Friends around SEND support.  We will train staff in how to use restorative questioning. This will help staff to help children think about how their actions have made others feel, and how to make things right again.  We will monitor behaviour incidents and discussions with staff and pupils. This will allow us to put support in place quickly to help pupils

		<p>make the right choices.</p> <p>We will hold a whole school PHSE friendship week each year. This will allow us to explicitly teach children how to care for each other and be a good friend.</p>
	<p>Goal 3...</p> <p>Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.</p>	<p>We want to help pupils to treat each other with respect and dignity and understand differences between them. To achieve this, we will buy books and resources for classes that will develop acceptance and SEND self-awareness. We will also hold special assemblies, lessons and celebratory events, for example National SEND day. This will raise awareness of SEND with all pupils.</p>
	<p>Goal 4 &amp; 5....</p> <p>No child leaves FS without having been invited to a friend's house.</p> <p>Every child leaves every year group having been invited to at least three class mate's birthday parties.</p>	<p>We will train more Lunchtime Friends so that they can support SEND pupils successfully at lunchtime to make friends.</p> <p>We will use the whole school friendship week to strengthen friendships in school. Children will take part in activities around being a good friend and develop their friendship skills. We will give them opportunities to make new friendships and work with other children from across school.</p>
	<p>Goal 5...</p> <p>Every child leaves every year group having been invited to at least three class mate's birthday parties.</p>	<p>We will support pupils in school to successfully manage their feelings and behaviour. We will teach all children about emotions and self-regulation through our project called 'Zones of Regulation'. We will also run small groups to help children discuss their feelings and develop strategies for when they are feeling anxious, stressed or angry.</p>
	<p>Goal 6...</p> <p>All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months.</p>	<p>We will assess all SEND pupils on their receptive and expressive language levels so we understand their needs and support them correctly. We will train more staff to be able to run language groups. We will also train staff in Makaton and encourage all pupils to use Makaton. This may include classes using Makaton for Christmas performances.</p> <p>We will offer support to parents to help pupils develop their language skills in school and at home.</p>
	<p>Goal 7...</p> <p>All children with disabilities are offered effective interventions to understand their difficulties by Y4 (in liaison with parent wishes).</p>	<p>We will work with parents to complete work on their child's needs. We will offer one to one or small group sessions to help pupils understand their difficulties using books such as 'Autism...What does it mean to be me?'. This will help them understand themselves.</p>
	<p>Goal 8</p> <p>Our twice-yearly parent sessions are co-produced</p>	<p>We will work with parents to hold workshops around concerns they have about their children such as sleep, anxiety, coping with change,</p>

	and enhance the level of SEND know-how in our families.	autism. This will help to support our families in the local community to understand the needs of their children.
	Goal 9... All children can access social opportunities in the Dining Pod because the environment is modified to reduce sound reverb.	We will look at ways we can reduce the echo in the dining room to reduce the sound levels. We will make sure children can sit with their friends so that they can develop friendships and social skills.
	Goal 10... 2023/24 attendance of SEND pupils is better than the whole school average.	We will monitor attendance each term for SEND pupils. For pupils who have low attendance, we will meet with parents to support them and their child. We will make changes to the day to help pupils attend school regularly, such as using a different entrance or having a regular job or morning activity for them to complete.
Sep 21 KS2 SENDCo	We will provide early intervention in mental health via an onsite specialist during 2021-22.	A specialist will come into school weekly to advise staff and work with KS2 children.
Dec 21 SENDCos	We will refine and refresh our SEND provision map.	We will do this so we can identify gaps in provision and tackle them so that SEND children quickly get the right support to reach higher goals.
Dec 21 SENDCos	We will refine our SEND register so that low attendance is more easily identified.	This is so that we can see trends and trigger challenge and support for low attendance (below 95%) (over a term, year or longer).
Jul 22 SENDCos	We will co-produce our Accessibility Plan.	So that we hear all possible ideas for improving SEND children's access to school, we will ask for opinions from families in our summer SEND survey.
Jul 2023 KS2 SENDCo	We will provide new and refresher staff training in autism.	We will bring in specialists from the Sheffield Autism team to deliver training for staff. We will enhance staff expertise so that autistic children get the best possible teaching and support.
Jul 2024 KS1 SENDCo	We will put use effective risk assessments to include all children in school trips and extra-curricular activities	This includes an annual review of extra-curricular provision and out of school activities to ensure compliance with legislation and a regular check via Evolve for out of school activities.

# Our Classrooms and Buildings

When & Who?	Target	Comments
Jul 2022 SBM	We will obtain a professional assessment for acoustic performance around the school	This would have a particular focus on the Dining Pod, both halls, KS2 shared area and Foundation Stage area.
Jul 2023 SENDCo	We will review fire evacuation information in the infant building to ensure that it is communication friendly.	The information should be as easy to access as possible for emerging-readers to access.
By Jul 2024 SBM	We will assess ways to make Don building accessible for pupils with mobility issues.	FS2, KS1 and Y4 can all be accessed by people who need flat level access.  The Don building entrance is not currently accessible via flat level.
Date Tbc SBM	When the need for repair / renovation arises, we will have contrasting colour nosing.  If a new/existing pupil needs this, we will act on this sooner.	Steps that have a different colour to mark the edge are safer and more accessible for people with vision or physical difficulties.  We may not do this in three years, but by adding it here, it shows our plan to do it either as the need arises or as soon as we next work on the Don building internal steps.  
Date Tbc SBM / Buildings Officer	We will review all handrails in school to evaluate contrast.	Depending whether the hand rails have a high contrast with their surroundings on the information gathered, when handrails need repainting or replacing, we will ensure high contrast.  Should a child need high contrast handrails sooner, then any handrails will be changed sooner.

# Our Written Information

When & Who?	Target	Comments
Dec 2021 SBM	We will include subheadings in the newsletter so it is clear which children each paragraph relates to.	<p>The weekly newsletter already has a very predictable layout. This extra step enhances it by enabling parents who find reading more difficult to skip sections and so focus on the most important parts.</p> <p>Where there is not enough space for subheadings, we will signal the target group at the start of the paragraph, for example:</p> <p><i>"Y4, Y5 and Y6 children have been invited to Oaks Cross Country Club"</i></p>
Jan 2021 SBM	We will update signage (e.g. in both reception areas, school notice board, FS classroom entrance) so that we are clearer that parents who, for example, feel overwhelmed can seek assistance.	<p>Signage will say</p> <p><b>"If you would like some help with School Forms please come to reception if you are stuck or struggling. We'll do our best to lend a hand.</b></p> <p>Catherine, Jeanette, Donna, Liz and Kirsty</p>  <p><b>If you would like some help with Health Forms</b> please get in touch with one of our SENDCos if you are stuck or struggling. You can get in touch via reception or email: <a href="mailto:SENDCo@Oughtbridge.sheffield.sch.uk">SENDCo@Oughtbridge.sheffield.sch.uk</a></p> <p>We'll do our best to lend a hand.</p> <ul style="list-style-type: none"> <li>• Mrs Sarah Doxford</li> </ul> 
Jul 2023 KS2 SENDCo	We will revisit our approach to display so that we are sure that it effectively balances inspiration with accessibility and the right levels of stimulation.	SENDCo will table this at a senior leadership team meeting so that it can be discussed and this can then be fed back to staff to sustain or tweak practice.
Jul 2023 SENDCos	We will provide staff briefing/training on accessibility to office staff.	<p>Staff awareness of access issues enhances the accessibility of written information from the office. Training would include:</p> <ul style="list-style-type: none"> <li>• The Flesch Kincaid scale</li> <li>• Tools for converting pdfs</li> <li>• Alt text</li> <li>• Signalling headings</li> <li>• Sans &amp; Serifs</li> <li>• Dyslexia friendly approaches</li> <li>• How adults with literacy difficulties might complete forms via speech to text and text to speech</li> <li>• White space</li> <li>• How screen readers work</li> </ul>

		<ul style="list-style-type: none"><li>• VI friendly fonts</li><li>• How to MLP</li></ul> <p>This means that the base level of accessibility is improved and that staff are well placed to respond very quickly to requests for accessible formats.</p>
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# How do we monitor the Plan?

## SENDCos in September

Our SENDCos will review this plan every September. This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing up leaders and staff if targets need further work to get them complete.
- Reminding leaders and staff what they need to do this year.

They then put the updated plan onto our website.

The SENDCos use the updated knowledge of it to help us write the next year's SEND development plan. This plan and the SEND development plan don't have to match perfectly but they shouldn't be 100% different either.

## Asking People

We will ask about the plan in our annual survey of parents. Not every parent wants to read this plan.

So we will ask questions that help us plan the next steps. For example we might ask:  
If you had a magic wand and could make our SEND provision different, what would we be different?

We will also ask this question when getting children's views for review meetings once a year.

This gives us lots of small bits of information that help us think about how we are doing and where we go next.

## Our Governors

Our Governors agree that the head teacher can approve the plan. It doesn't need to be given to governors to approve. However, the SEND governors will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been. We have set some really big goals. Some of our goals might even be too big. But let's at least try our best to reach them – because they are things that matter to the lives of people, both young and old.

# Extra Info

## Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
  - Dyslexia
  - Language delay
  - Anxiety
- Disability means a person has a long term condition that has a substantial impact on their daily life, for example:
  - Autism
  - Downs Syndrome
  - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how severe the condition is. We recognise that some people don't consider themselves disabled, but take a view that it is the world around them that disables them, rather than their condition. This is sometimes called the "social model of disability".

In our plan, we just want to improve lives of children and adults with SEND regardless of views on whether someone is SEN or disabled and regardless of whether it is their disability or the world that disables them.

## Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We think it's best to put both in the same place. We just call it a plan so it's clear that it's about what we will do.

## Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Provide appropriate support for employees with disabilities so that they can be successful in their work.
- Make reasonable adjustments so that staff can fully access the workplace.

“ ”

**“An inclusive school is a great benefit to everybody – not just children with SEND, but it’s a great benefit to all of us, to share in our humanity...**

**It just makes us into better people, doesn’t it?**

**If we want to make society a more inclusive place, why would we leave our schools til last?’**

” ”

Sarah, a parent, gives her views in the report “Accessibility Plans as Effective Tools for Inclusion in Schools?” (Sept 2019).

