



# Oughtibridge Primary School

## Our Accessibility Plan

Dec 2025 – Dec 2028

**“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.

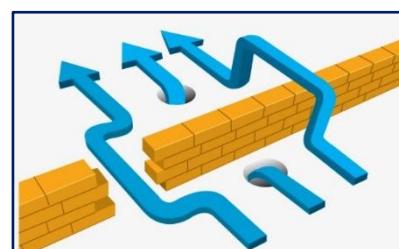
This accessibility plan tells you what we believe, our goals and the steps we plan take to make OPS even better.

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> The annual attendance of SEND pupils continues to be significantly better than National.	<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 2025.  We want him to read well, have friends and be well placed to have good physical and mental health for life.	<b>4</b> All children are given the opportunity to represent the school in a sporting event every year
<b>9</b> All children can access social opportunities through adapted lunchtime provision		<b>5</b> Every child attends at least one after school club per Key Stage
<b>8</b> Our half termly 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 differences by the time they leave primary school (in liaison with parent wishes).	<b>6</b> Every child will have the opportunity to be part of wider school life

# 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

## Our Children's Learning

When & Who?	Target	Comments
<b>Our Goals</b>		
From January 2026 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 2028, pupils will be able to discuss their own area of SEND and role models they admire.
By Summer 2027 SLT	Goal 2...  There is no bullying of children because of their SEND.	We will continue to support pupils 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 make the right choices.  Teaching assistants will be skilled to support children in a range of emotional literacy strategies

		<p>using the approaches of ELSA.</p> <p>We will support KS2 pupils so that they can support SEND pupils successfully at lunchtime to make friends and regulate in a range of lunchtime provisions across all key stages.</p> <p>Throughout the year, 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. We will continue to strengthen our Peer Mediators within school.</p>
By Sept 2028 All staff SENDCo	Goal 3...  Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.	<p>We want to help pupils to treat each other with respect and dignity and understand differences between them. To achieve this we will develop our curriculum by working with Educational Psychologists. We will work with Sheffield Parent Carer Forum as part of the PINS project. This will raise awareness of SEND with all pupils.</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>
By Sept 2028 All staff SENDCo PE Coordinator	Goal 4...  All children are given the opportunity to represent the school in a sporting event every year	All children in school are invited to represent the school at a range of sporting events within the school day, after school and at weekends. Children and families are supported to attend through car share schemes and school facilitating transport.
By Sept 2028 All staff Headteacher	Goal 5...  Every child attends at least one after school club per Key Stage	A range of after school clubs are available for all Key Stages supporting a range of interests from Lego to Art club as well as football, hockey and multisport. Families are also supported to attend breakfast and after school club if needed.
By Sept 2028 All staff SENDCo	Goal 6...  Every child will have the opportunity to be part of wider school life	At Oughtibridge we believe that every child should have a Christmas present to open on Christmas day and staff facilitate this through working with local organisations and volunteers. Families are also provided with food vouchers and support for uniform if needed. These children are also able to purchase a book from the Book Fair so that they have access to high quality reading materials at home that can inspire their love of reading.

		Children within school are all given the opportunity to represent the school through one of the many roles such as School Council, Eco Council, Peer Mediator, Playground Friend or Sports Leader.
By Jan 2027 SENDCo	Goal 7... All children with disabilities are offered effective interventions to understand their differences by Y6 (in liaison with parent wishes).	We will work with parents and carers to support them and their children with understanding their differences through working with colleagues at Sheffield Parent Carer Forum, ASCETS, SALT and Educational Psychology this will inform our interventions and our curriculum offer.
From Jan 2026 SENDCo	Goal 8... Our half termly parent sessions are co-produced and enhance the level of SEND know-how in our families.	We will work with parents to hold workshops around concerns they have about their children such as sleep, anxiety, neurodiversity and sensory needs. This will help to support our families in the local community to understand the needs of their children. Parents will be able to discuss SEND needs in monthly meetings supported by Sheffield Parent Carer Forum.
From Jan 2026 SENDCo	Goal 9... All children can access social opportunities through adapted lunchtime provision	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. The Bridge and Calm Club will be offered as safe spaces at lunchtime and supported by the SENDco / Teaching assistant
Ongoing Jan 2026 SENDCo	Goal 10... The annual attendance of SEND pupils continues to be significantly better than National for SEND	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. Classes will receive a golden ticket for attendance which can be exchanged for rewards in class.

#### SEND Actions 2025-2028

Ongoing Jan 2028 SLT	We will provide early intervention in mental health via an onsite specialist during.	A specialist will come into school weekly to advise staff and work with children and their parents in KS1 and KS2 as part of the NHS Healthy Minds programme.
Jan 26 SENDCo	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.
Jan 26 SENDCo	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).
Jan 26 SENDCo	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 annual parent survey.
Sept 26 All Staff	We will provide new and refresher staff training in neurodiversity.	We will train the SENDCO to be a neurodiversity trainer so that we are able to train all staff in school whatever their role. We will enhance staff expertise so that neurodiverse children get the best possible teaching and support.
Sept 26 SLT	We will 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.
Summer 26	We will continue to deliver high quality training and support for our pupils with Speech and Language needs	We will invest in specialist training and provision for our pupils with receptive and expressive language difficulties in school. This will include staff training, new intervention programs and resources.
Dec 2028	As a school we will continue to support local SENDCOs to deliver the highest quality provision for SEND pupils within our wider community.	SEDCO will support the Bradfield Family of Schools through the EHCP process and be a voice in Locality G for City Wide SEND decisions. SLT will support Peak Edge Trust to enable SENDCOs to work together to support each other and the children and families they serve.

# Our Classrooms and Buildings

When & Who?	Target	Comments
Jul 2028 Headteacher	We will obtain a professional assessment for acoustic performance around the school budget permitting	This would have a particular focus on both halls, KS2 shared area and Foundation Stage area.
Jul 2027 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 including visuals using software such as Communication In Print.
By Jul 2028 Headteacher	We will assess ways to make Don building accessible for pupils with mobility issues.	FS2, KS1 and Y3 can all be accessed by people who need flat level access.  The Don building entrance is not currently accessible via flat level.
Dec 2025	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.
July 2027 Headteacher	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 2025 Headteacher	We will review our newsletter now it is in a Sway format.	<p>The weekly newsletter already has a very predictable layout and is easier to access on mobile devices. 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 2027 Headteacher	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>“If you would like some help with <b>School Forms</b> please come to reception if you are stuck or</p>  <p><b>If you would like some help with Health Forms</b> please get in touch with our SENDCo if you are stuck or struggling. You can get in touch via reception or email:</p> <p><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> <p>Mrs Sarah Doxford</p> 
Jul 2027 Headteacher	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.	Headteacher and SLT will continue to monitor displays to ensure that they follow a positive neurodiversity approach.
Jul 2028 Headteacher	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</li> </ul>

		<ul style="list-style-type: none"><li>complete forms via speech to text and text to speech</li><li>White space</li><li>How screen readers work</li><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?

## **SENDCo in September**

Our SENDCo 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.

The updated plan is placed onto our website.

The SENDCo will 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).

