



St Osmund's Accessibility Plan

Adopted By: Board of Trustees

Date: July 2025

Review Date: July 2028

ACCESSIBILITY PLAN

Date of Issue:	July 2025
Policy applies to:	All schools in Wessex Multi-Academy Trust
Policy Version Number:	1
Purpose of the document:	To set out how, over time, our schools will: <ul style="list-style-type: none"> a) Increase access to the curriculum b) Improve the physical environment of the school c) Make information more accessible by providing this in a range of different ways
Summary of the main points:	<ol style="list-style-type: none"> 1. Introduction 2. Vision and aims 3. Objectives 4. School context 5. Pupil data 6. Audit 7. Consultation 8. Previous actions 9. Sources of advice and information 10. Other policies 11. Implementation and monitoring
Approved by:	Wessex MAT Board of Trustees
Reviewer:	Karen Weir/Mike Foley
Summary of amendments:	n.a
Next review due:	July 2028

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1. Introduction

1.1. All schools must have an Accessibility Plan. This is required by law - Equality Act 2010. Accessibility Plans support current and future pupils with a disability.

1.2. The Equality Act says that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

1.3. Accessibility Plans set out how, over time, a school will:

- increase access to the curriculum
- improve the physical environment of the school
- make information more accessible by providing this in a range of different ways

1.4. This is our school Accessibility Plan.

2. Vision and aims

2.1. Our aim is for everyone at St Osmund's to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

2.2. We want our pupils with a disability to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

3.1. At St Osmund's all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
 - the child
 - persons with disabilities

3.2. Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

3.3. Our staff will remove disadvantage faced by pupils with a disability by:

- adopting a 'can do' attitude

- having a flexible approach to teaching
- modifying the curriculum and environment

3.4. Person-centred systems will be in place to support the inclusion of pupils with a disability.

4. School context

4.1. St.Osmund's is a school built upon the Christian values of hope, community, respect and love. Children come first. We stand together and support each other. Our mission statement embodies our work here at St. Osmund's. We approach each day and each new learning opportunity with optimism and energy. Every member of our community is of equal importance and we strive to provide support and challenge for everyone. We approach each child holistically, being of the fervent belief that each child has a unique set of needs to be met and a unique character to be inspired. Our approach will always personalise and adapt.

We are located within a residential area in the county town of Dorchester in Dorset. Our demographic is fairly typical of our local area and our students reside predominantly in Dorchester and the surrounding villages. We have 720 students on roll.

Our school was built in the 1960s and has been added to since. It is in good overall condition with significant works having recently been carried out to repair and maintain the flat roof. The school is largely single storey with the exception of the newer built Barnes building that benefits from a lift. Corridors are wide and accessible. There is a fully accessible toilet available. All external doors and have ramps where necessary and all areas of the school, both inside and outside are fully accessible. The external area of the school is a combination of tarmac and grass playing fields.

4.2. A copy of our floorplan is available upon request from the School Office.

5. Pupil data

5.1. We ask for information about any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress.

5.2. Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this to ensure that we have a good understanding of their disabilities and how to support them.

5.3. Current pupil data shows that at the start of the 2024/25 academic year, 2% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

- Visual Impairment
- Hearing impairment
- Physical disability
- Epilepsy
- Type 1 diabetes

- Autistic Spectrum Condition
- Speech, language and communication needs
- Mental health conditions including presentations of anxiety

In all cases, students with disabilities are fully able to access every aspect of school life, including extracurricular activities and trips.

6. Audit

6.1. To help us develop our Accessibility Plan, we undertook an environmental audit of St Osmund's This told us that:

- Our curriculum is accessible to all
- The physical environment of the school is fully accessible
- Work needs to be done to ensure all information is fully accessible. Whilst we produce a number of videos providing information, we need to ensure that readability of information is accessible and that alternatives to reading are offered where appropriate.

7. Consultation

7.1. In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SENCO and SEND support staff
- other staff at the school, including the leadership team
- our SEND Governor and wider governing body
- the Diocese
- the locality educational psychology service
- the locality specialist teaching service

7.2. These consultations told us that:

- Our curriculum has been adapted to be accessible for all
- The physical environment is accessible
- Presentation of anxiety around school presents a barrier for some students in terms of attendance

8. Previous actions

8.1. Access to the curriculum

- During the period of our previous Accessibility Plan, we improved access to the curriculum for pupils with a disability through the following means:

Reference to DfE and NASEN guidance regarding adaptations and scaffolding to the curriculum on a subject by subject basis, embedded into all aspects of planning and

teaching.

8.2. The physical environment

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

- Creating a bespoke room for use by our students with type 1 diabetes

8.3. Access to information

During the period of our previous Accessibility Plan, we made information more accessible to pupils with a disability by:

- Training all staff on how to use the Roger
- Developing adapted knowledge organisers
- Creating information videos for the school you tube channel

9. Sources of advice and information

9.1. Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

- NASEN Teacher handbook
- DCH Diabetes team

10. Other policies

10.1. Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- Supporting pupils at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Child protection policy
- Curriculum policy
- Staff development policy
- Health and safety policy (including off-site safety)
- Behaviour policy
- School development plan

11. Implementation and monitoring

11.1. Our Accessibility Plan shows how we will continue to improve accessibility at St Osmund's for pupils with a disability (and for staff and visitors to the school) over the

- next 3 years. It may be used to inform other school planning documents.
- 11.2.** We will work in partnership with the Local Authority/ Wessex MAT/ Diocesan Board in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.
 - 11.3.** Sufficient resources will be allocated to implement this Accessibility Plan.
 - 11.4.** The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored through regular meetings between the SENDCo and the link governor.
 - 11.5.** This Accessibility Plan runs for 3 years and will be updated in July 2028. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.
 - 11.6.** The St Osmund's complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

12.1. Making information more accessible

Outcome 1			
What outcome do we want to achieve?	All information disseminated to parents and students will have appropriate readability and alternative access methods such as recordings or videos.		
What actions will we take to achieve this?	Review of school website to ensure that all essential information is full accessible. Newsletters and letters home to be checked for readability and recorded options offered.		
How can we tell if this is successful?	Engagement levels from parents in terms of responding to correspondence. Feedback from parents.		
When will this work be done?	The website will be an ongoing project. Newsletters and letters home will be adapted on an ongoing needs basis.		
Approximate cost	n/a		
Responsible person(s)	SLT/ Office team	Date complete	July 2025