

Osmani Primary School



Reach For The Stars

# **2023-2026 Accessibility Plan**

## Our Vision Statement

# Reach For The Stars

## Our Motto

## Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the UN Convention on the Rights of a Child.

## Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

## Our Values



**Striving Teamwork All Included Responsibility Success**



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### ★ Striving

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

### ★ Teamwork

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

### ★ All Included

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**
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### ★ Responsibility

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

### ★ Success

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements**

### **Equal Opportunities and the Single Equality Scheme**

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation. The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

**This policy supports the school in addressing all articles of the UN Convention on the Rights of the Child**

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

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.

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.

See Tower Hamlets Accessibility Information:

<https://www.localoffertowerhamlets.co.uk/documents/623-accessibility-plans>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

| AIM                                                                                       | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                | OBJECTIVES: Short, Medium, Long term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                                                                         | PERSON/S RESPONSIBLE                                  | DATE TO COMPLETE ACTIONS BY                                                                                              | SUCCESS CRITERIA                                                                                                                                                                                                                                                                                                                                            |
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| Increase access to the curriculum for pupils with Special Education Needs and disability. | <ul style="list-style-type: none"> <li>Differentiated curriculum for all pupils</li> <li>Tailored resources for pupils requiring support</li> <li>Curriculum resources include positive representation of disability</li> <li>Progress is tracked for all pupils including those with SEND</li> <li>Targets are set effectively for pupils with additional needs</li> <li>Regular curriculum review to ensure inclusivity</li> </ul> | <p><b>Short Term (0–12 months)</b></p> <ul style="list-style-type: none"> <li>Audit current curriculum materials for accessibility and representation.</li> <li>Ensure all staff use consistent adaptive teaching strategies and scaffolding models.</li> </ul> <p><b>Medium Term (1–3 years)</b></p> <ul style="list-style-type: none"> <li>Develop a structured CPD programme on EAL &amp; SEND responsive teaching.</li> <li>Embed communication-friendly practice across classrooms (visual timetables, widget symbols, task chunking, sentence stems).</li> </ul> | <ul style="list-style-type: none"> <li>Conduct curriculum accessibility audit.</li> <li>Provide training on adaptive teaching, scaffolding and pre-teaching vocabulary.</li> <li>Introduce a bank of accessible resources (visual supports, dual language materials, task frameworks)</li> <li>Schedule annual curriculum review</li> </ul> | Headteacher ; SENCO; Curriculum Leads; Class Teachers | <p><b>Short term objectives –</b> by end of academic year</p> <p><b>Medium term –</b> reviewed annually over 3 years</p> | <ul style="list-style-type: none"> <li>Staff confidently adapt learning to meet varied needs.</li> <li>Pupils with SEND/EAL make good or better progress from starting points.</li> <li>Increased pupil independence and engagement in lessons.</li> <li>Curriculum recognised as inclusive and representative in internal and external reviews.</li> </ul> |

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|  |  | <p><b>Long Term (3+ years)</b></p> <ul style="list-style-type: none"> <li>• Fully embed a curriculum designed and sequenced with universal design for learning (UDL) principles.</li> <li>• Ensure pupil voice informs curriculum adjustments annually.</li> </ul> | <p>meetings including SENCO and subject leads.</p> <ul style="list-style-type: none"> <li>• Establish pupil voice groups representing SEND/EAL experiences.</li> </ul> |  | <p><b>Long term –</b><br/>ongoing and<br/>evaluated<br/>every 3<br/>years</p> |  |
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| AIM                                                     | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                    | OBJECTIVES: Short, Medium, Long term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                                                                                                                                                                                                | PERSON/S RESPONSIBLE                                                      | DATE TO COMPLETE ACTIONS BY                                                                                          | SUCCESS CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Improve and maintain access to the physical environment | <p>The environment is adapted to meet the needs of pupils as required. This may include:</p> <ul style="list-style-type: none"> <li>• Ramps and accessible entrances</li> <li>• Wide corridors and clear routes</li> <li>• Accessible toilets and changing facilities</li> <li>• Designated disabled parking bays</li> <li>• Adjustable-height tables and accessible shelving</li> <li>• Large visual signage</li> </ul> | <p><b>Short Term (0–12 months)</b></p> <ul style="list-style-type: none"> <li>• Conduct an updated accessibility audit to identify any physical or sensory barriers across the school site.</li> <li>• Ensure all classrooms include clear walkways and flexible seating to support pupils with mobility or sensory needs.</li> </ul> <p><b>Medium Term (1–3 years)</b></p> <ul style="list-style-type: none"> <li>• Improve signage to include symbol-supported visuals and clear colour contrast for pupils with visual processing needs.</li> <li>• Review outdoor play spaces to ensure inclusive use for pupils with physical and sensory needs.</li> </ul> | <ul style="list-style-type: none"> <li>• Commission whole-school physical accessibility audit.</li> <li>• Consult with pupils, families and external professionals (OT, VI/HI advisory services).</li> <li>• Update signage using universally designed visual formats.</li> <li>• Develop accessibility priorities within the School Development Plan and capital works plan.</li> <li>• Ensure staff understand and maintain reasonable adjustments in</li> </ul> | Headteacher; SENCO; Site Manager; School Business Manager; Governing Body | <p><b>Short term</b> – by end of current academic year</p> <p><b>Medium term</b> – reviewed annually for 3 years</p> | <ul style="list-style-type: none"> <li>• The school environment remains safe, navigable and inclusive for all pupils.</li> <li>• Pupils with physical, sensory and medical needs are able to move independently and confidently around the school.</li> <li>• Families and staff report improved access and usability of school spaces.</li> <li>• Accessibility principles inform future building and resourcing decisions.</li> </ul> |

Last review date: Autumn 2023  
Next review date: Autumn 2026

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|  |  | <b>Long Term (3+ years)</b> <ul style="list-style-type: none"> <li>Plan for accessibility considerations for any refurbishments, building works or classroom relocations as part of strategic site development planning.</li> <li>Ensure accessibility standards are embedded in future procurement and capital investment decisions.</li> </ul> | learning spaces |  | <b>Long term –</b><br>ongoing,<br>reviewed<br>during annual<br>premises<br>planning cycle |  |
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| AIM                                                                                        | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                     | OBJECTIVES: Short, Medium, Long term                                                                                                                                                                                                                       | ACTIONS TO BE TAKEN                                                                                                                          | PERSON/S RESPONSIBLE                                                    | DATE TO COMPLETE ACTIONS BY                         | SUCCESS CRITERIA                                                                                                                                                                                                                                                                                                                                                                                |
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| Improve the delivery of information to pupils with Special Education Needs and disability. | The school uses a range of communication methods to make sure information is accessible to all pupils, families and staff, including: <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Pictorial and symbol-supported materials</li> </ul> | <b>Short Term (0–12 months)</b> <ul style="list-style-type: none"> <li>Audit current visual supports and classroom displays to ensure consistency and accessibility. All flips have a yellow background.</li> <li>Ensure all classes use daily,</li> </ul> | <ul style="list-style-type: none"> <li>Conduct communication and display audits across school.</li> <li>Standardise use of symbol</li> </ul> | SENCO; Headteacher; EAL Lead; Class Teachers; Communication / SALT Link | <b>Short term</b> – by end of current academic year | <ul style="list-style-type: none"> <li>Pupils with communication needs independently access lesson content and daily routines.</li> <li>Families report improved understanding of school information.</li> <li>Consistent visual communication practices observed across all classrooms.</li> <li>School communication systems reflect best practice in accessibility and inclusion.</li> </ul> |

Last review date: Autumn 2023  
 Next review date: Autumn 2026

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|  | <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Interpreter service via Language Line where required</li> </ul> | <p>personalised visual timetables for targeted pupils.</p> <p><b>Medium Term (1–3 years)</b></p> <ul style="list-style-type: none"> <li>• Develop a whole-school communication policy that includes standards for visual supports, print size, symbols and language simplicity.</li> <li>• Introduce staff CPD on communication-friendly classrooms and the needs of pupils with speech, language and communication needs (SLCN).</li> </ul> <p><b>Long Term (3+ years)</b></p> <ul style="list-style-type: none"> <li>• Embed universally designed communication practices across school life (assemblies, parent communications, signage, learning materials).</li> <li>• Ensure all digital</li> </ul> | <p>systems (e.g., Widgit) and provide staff training.</p> <ul style="list-style-type: none"> <li>• Create a visual support resource bank for staff to access, including a school font for letters and displays.</li> <li>• Review and reissue communication with families to ensure accessibility where needed.</li> <li>• Monitor implementation through learning walks, pupil interviews</li> </ul> |  | <p><b>Medium term –</b> implemented and reviewed annually over next 3 years</p> <p><b>Long term –</b> ongoing within school development planning</p> |  |
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Last review date: Autumn 2023  
Next review date: Autumn 2026

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|  |  | systems and future<br>platforms meet<br>accessibility and<br>translation<br>compatibility<br>standards. | and parent<br>feedback. |  |  |  |
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#### 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

#### 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy