

An annual accessibility audit is completed to identify current provision and future requirements, including seeking and analysing stakeholder views and needs and utilising OCC guidance. This was completed in July 2025. Equality objectives are reviewed and updated annually and published on the school website. The full governing body is updated by the Equality and SEND Lead Governor by means of an annual report to ensure governors have an awareness of equality duty obligations in whole school governance. Staff training and awareness of updates to policies and objectives is also completed during staff meetings and information is displayed on the noticeboard in the staff room.

Observation	Observation & Action recommended
<i>Car parking</i>	- All work on accessible parking space, including signage to wall and ground completed Plan: - Ground signage needs a refresh.
<i>Mobility impaired/Wheelchair access on site</i>	- Level routes to reception from road and car parking area - Level entry at main entrance - One step (Juniors' building) but alternative access available. - There is a handle to assist any child with a mobility problem - The majority of other routes and entrances and access to curriculum areas are wheelchair or mobility friendly, including long ramped pathway to Junior building - Infant outdoor classroom area gate is wheelchair accessible - Small step/threshold at doorway between indoor/outdoor infant classroom – see below "Action" - Gazebo and playhouse require adaptation for wheelchair access – see below "Action" - Peace Pod is wheelchair accessibly Plan: - Address small step/threshold between indoor/outdoor infant classroom if/when required within pupil community or when budget permits - Address adaptation of gazebo and playhouse if/when required within pupil community or when budget permits
<i>Doors on school premises</i>	- All glass doors clearly visible with signage - Security protection speaker system within reach of wheelchair users - Seating for mobility impaired parents/carers available in bottom playground. - Door furniture accessible from standing or seated height – see below "Action" Plan: - Door furniture accessibility may need to be reviewed for any wheelchair user with limited arm reach
<i>Emergency Evacuation Plan</i>	- No visual alarm system but Emergency Evacuation Plan includes a strategy for hearing impaired and other pupils, staff and visitors with disabilities, and regular staff training includes these protocols. - New integration alarm system installed July 2025 - Emergency evacuation drills conducted once a term together with regular reviews of effectiveness of this strategy and associated protocols. These are recorded in the appropriate log.

	- Electronic sign in system asks visitors whether assistance is required in an emergency - Electronic sign in system can be transported easily in the event of a fire drill and visitor information accessed. Plan: - Reviews undertaken following practice drills - PEEPs to be updated September 2026 for new pupil intake/classes
Toilets	- All lavatories have non-slip floors, fittings are easily distinguished by colour contrast to walls, door fittings are easily operated (apart from Foundation Stage Unit, which have security locks) - Shower facilities suitable for disabled users are on site – for adults in the Foundation Stage Unit disabled toilet in the entrance lobby, and for children in the FSU children's toilet area - Each building has a toilet suitable for wheelchair users that meets all required criteria Plan: - Disabled toilets currently used for storage of a range of school related items. These would need to be removed in the event of a wheelchair user being a permanent member of the school community.
Signage	Sign at reception glass hatch provided information for emergency evacuation for visitors.

Access to learning

Observation	Observation & Action recommended
<i>Differentiating the curriculum</i>	- Quiet areas (for staff room, Peace Pod, group room between Infants and Foundation classrooms) provided for teaching children with hearing impairment or needs that are best provided in such an environment - There is a hearing loop in the new building (hall, reception, offices, staff room, FSU and Infant classrooms) – see below “Action” - Individual pupil progress monitoring and planning (three times a year) to ensure appropriate provision of teaching on an individual basis – outcomes reported to FGB. Plan: - Consider provision of hearing support system/technology in the old building (Upper and Lower Junior classrooms) when there is a specific requirement or when budget permits - Continue with pupil progress meetings 3 x a year
<i>Access to learning resources</i>	- Outdoor musical instruments and outdoor whiteboard provided - The majority of outdoor area is wheelchair or mobility friendly - The external goal posts for netball/basketball area are height adjustable for provide easier access for wheelchair users, if required Plan:
<i>Safeguarding and Anti-Bullying</i>	- Inclusion of diversity awareness and tolerance in anti-bullying week and Pupil Voice discussion groups - Weekly safeguarding emails forwarded to all staff Plan: - Activities to take place during Anti-Bullying week - Pupil voice groups to meet once a term - Information to continue to be sent home to parents on newsletter and on school website
<i>Continuing professional development of staff</i>	- Training opportunities identified and provided for staff working with pupils with impairment or other protected characteristics - Staff updated on equality matters via designated noticeboard in staff room

	• Training/staff discussion is specific to the current pupils in the school and evidenced via staff meeting minutes • Staff training logged on Arbor Plan: • Review school demographic for September 2026 and adjust CPD accordingly
Well-being development	• PeacePod built to provide an area for nurture sessions/mental health sessions. • Pupil Voice sessions held to support the development of our library (which has enhanced pupil well-being) • Mental Health Lead and Assistant trained • ELSA trained Plan: • Plan well-being activities for inclusion in the school calendar
Global Citizen Awareness	• Awareness raised during PSHE lessons • Learning about other places of worship during collective worship and RE days. • HT collective worship Plan: • Maintain focus in assemblies about how we are global citizens
Attendance	• Initiatives to raise attendance levels • Letters sent to parents regarding attendance • Parents invited to meet HT if attendance falls below required levels. • Attendance monitored by FGB through Headteacher's Reports • Attendance discussed regularly by governors • New guidance on attendance includes fines as a way to increase attendance and this is being explored as a strategy by FGB Plan: • Continue with letters and parental engagement

Access to information

Observation	Observation & Action recommended
Information availability	• Website content and policy documentation are updated regularly • School communications sent home through ParentPay • Information regarding accessing the building or requesting assistance to be added to the information leaflet given to visitors with special needs or other requirements Plan: • Policies to be updated on website in line with review schedule
Stakeholder Views	• Regular input sought, and results reviewed, of pupil, parent, staff and other stakeholder views and needs • Parent/pupil survey questions include questions regarding pupil and/or parent/family impairments • Governor and staff SAP leads meet during the year to discuss progress against success criteria – usually in Terms 2, 4 & 6 – prior to presenting reports/updates to the FGB • Questions regarding respecting/valuing difference, global citizenship, friendliness towards others, understanding of the School's Values and British Values were all included in parent, pupil and staff surveys for 2024/25. Plan: • Continue to utilise the online collection of parental/pupil and staff views • Pupil/parent survey?