



Overchurch Junior School



Accessibility Policy

Reviewed:	September 2025 September 2026
Policy status:	Statutory
Policy to be Reviewed:	Every three years
Next Review Due:	September 2028



1. School's Planning Duty

The Accessibility Plan is in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

At Overchurch Junior School, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

According to the Equality Act (2010), a disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed, and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe.

The plan is to be reviewed and updated at least every three years.



2. School's Aims

At Overchurch Junior School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. Our motto is 'Respect, Believe and Respect' and we feel this promotes resilience and perseverance in our children who try their best and grow into independent learners, always ready to take on new challenges.

In drawing up this Accessibility Plan, the school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school environment as fully as possible.

Overchurch Junior School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Equal Opportunities
- Overchurch Junior School's Special Educational Needs & Disabilities (SEND) Information Report
- Safeguarding, Child Protection and Whistleblowing Policy
- Health & Safety Policy
- Staff related policies, e.g. Risk Assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

It will be the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school.



3. Current Good Practice

The school has a commitment to inclusivity.

Overchurch Junior School has close working relationships with its feeder schools, with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with Wirral LA SEN team, outreach services, health professionals and Educational Psychology Service, the SENDCo manages the statutory assessment process, ensuring additional resources, including staffing, are allocated where appropriate.

The school's pastoral team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Advisory Teacher for Visually Impaired
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- School Outreach Services
- Educational Psychology Service
- CAMHS
- MHST
- GPs and Paediatricians
- School Nurse Team
- Counselling
- Other advisory services and charities on the Wirral Sendlo site.

The school's governors, teachers, teaching assistants and welfare assistants and office staff have a wide range of qualifications, training and experience of working and interacting with children with a varied range of needs. CPD in these areas to be delivered to whole school:

- Physical disability
- Specific medical conditions
- Specific learning difficulties
- Autism
- ADHD
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders



- Profound and multiple difficulties including specific genetic disorders
- Physiotherapy
- Emotional literacy training such as ELSA
- First aid training.

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Inclusion Team to access Early Help and other agencies
- SENDCo
- Counselling
- Support following bereavement, grief or loss
- Advice, assessment and support from Speech and Language Therapist
- Small group work (Social and Emotional Aspects of Learning)
- iPads / access technology
- Range of interventions
- Specific learning difficulty (SpLD) interventions
- Transition arrangements, planning and support

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Appendix 1

Accessibility Action Plan-2025-2028

Extent to which pupils participate in the curriculum.

Objective	Action	Resource	Timescale	Success criteria
Increase access to the curriculum.	Our curriculum is adapted for all pupils who require it. The curriculum is reviewed at the weekly planning meeting in year groups. To ensure it is inclusive.	Resources to be ordered where needed and extra adult time allocated as required.	Ongoing Autumn 2025 - Autumn 2028	Children will have a range of resources needed to access the curriculum.



	Prior learning is reviewed for all children and can be repeated if required. Pre-learning can be used where required to help embed learning. Use of additional adult support where required.(EHP) A variety of technology on offer for visual impairments. Curriculum progress is tracked using PIXL testing. Appropriate targets are set and PIXL therapies to close gaps are administered.	Hi - impact provides support for technology to support visual needs. Mrs Elwill is our lead on PIXL training and support for staff.		
Training for staff to use PIXL therapies and how to adapt the curriculum to meet children's needs.	Training for staff administering therapies ongoing.	Inhouse and external training by agencies.	Begin Autumn 2025- ongoing until 2028	All staff are able to meet the requirements of disabled children's needs with regard to accessing the curriculum.
Continue to develop our Overchurch Curriculum for all	Staff to continue to develop the school Overchurch	Regular staff meeting to review the Overchurch Curriculum	Ongoing.	School is more effective at delivering a full and varied



children taking into account any extra adjustments for children with disabilities .	Curriculum model with inclusion as a priority.	approach.		curriculum to all children.
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Improve and maintain access to the physical environment.

Objective	Action	Resource	Time scale	Success criteria
Increase the access to the physical environment	The school site to be assessed using a vision-friendly report which prioritises accessibility by using simple language, high-contrast layouts, and clear fonts, ensuring access possible for children with visual impairments. SALT audit each year to ensure SALT friendly environment. The school environment is adapted to the needs of pupils	Resources to be ordered where needed and staff time allocated to implement any required changes and training needs.	Begin Autumn 2026 to Autumn 2028 2025/ 2026 visits and ongoing support from the Communication Clinic.	Children will benefit from a fully inclusive school and environment. Learning environments are accessible to all children and especially those with SALT needs. Ongoing adaptations to support disabled



	as required. The site is accessible for wheelchair users and those with mobility needs. The school site has a medical room with an accessible toilet and changing bed.			children.
Improve the delivery of information to pupils with a disability.	Assess the school environment to ensure information is accessible around the school.	Assess internal signage . Large print resources Pictorial or symbolic representations.	Begin Autumn 2025 -ongoing to 2028	All children will be able to access information around the school.
Develop a sensory area to meet children with specific needs	To utilise indoor space for sensory circuits and develop a calm area in each classroom	Space identified and resources ordered.	Spring 2026- Sensory Circuits course completed by all staff.	Children will be able to access sensory activities when required.
Maintain the medical room, ensuring specialist equipment and training is in place .	Equipment to be used to support children's needs. New equipment to be ordered when required to ensure any new children with a disability are fully supported in their needs.	Equipment to be ordered throughout the year and training to be implemented when required.	Ongoing 2025-2028	School is more effective in meeting the needs of pupils.



Improve the delivery of written information to pupils.

Objective	Action	Resources	Timescale	Success criteria
Improvements to support the visually impaired.	Larger text used when needed in the classroom. Overlays in a range of colours used for children with Irlen's syndrome and to support dyslexic tendencies. Screen magnifier software when recommended. Screen sharing software for use with a personal i pad.	As required	On going	School is more effective in meeting the needs of pupils.
	Reading pen to help children to enjoy stories at ARE if vision issues impair reading speed and affect reading stamina. Hi-impact to update on new software options to support visually impaired.	Two reading pens available in school.	Ongoing	SEND children can access age related stories above their reading age to help develop a love of reading



Raise the awareness of staff working in school of the importance of good communication systems.	Research the use of widgets and other software options.	Support from Hi impact on systems to support.	Autumn 2026	School is more effective at meeting the needs of pupils.
Raise the awareness of staff working in school on understanding the needs of children with hearing impairments.	Specific staff to be trained in supporting hearing impairment needs where needed.	Support from Specialist teaching teams in Wirral and NHS.	Ongoing as required.	School is more effective at meeting the needs of pupils.