HIGH ONGAR PRIMARY SCHOOL 2026 - 2029

Our Vision

At High Ongar Primary School, we aim to:

- Ensure that all pupils are kind, respectful and resilient.
- Ensure that all pupils can Enjoy, Enrich, Achieve and Aspire.
- Ensure that parents and pupils can make choices free from prejudice and stereotyping.
- Oppose any form of discrimination.
- Promote respect between cultures and religions, valuing every pupil's background and experiences.

Inclusion statement

At High Ongar Primary School, and across Bridge Academy Trust, we believe that every pupil has the right to receive an education which is free from discrimination, harassment or victimisation. High Ongar Primary School aims for every child in our school to achieve the most successful individual outcomes; educationally, socially, in their personal life, and within their local community. We believe that each child's unique needs to be recognised and met as early as possible.

Our Accessibility Plan intends to achieve this vision by empowering and supporting every child to achieve all that they can.

	Strategies	Outcome	Time frame
Equality and Inclusion			
To ensure that all policies consider the implications of disability access.	Consider during review of policies. Staff responsible to ensure that equality and disability is identified within each school policy	Policies reflect current legislation.	Termly Actions arising to be raised with Leadership Annually – as policies are reviewed by subject leaders/leadership, Governors and Trust
To keep up to date regarding changes and recommendations regarding disability, equality and accessibility guidelines	SENCO attends Essex and locally led multi-agency meetings, forum, network and Trust cluster meetings.	School is in line with statutory guidance and good practice.	Termly multi-agency meetings. Actions arising to be raised with Leadership PDM to cascade information/ best practice with wider school staff. Engagement with inclusion partner strategic planning
To ensure that all parents who may have a disability can access school events and information. Large print letters are available, and that additional support can be offered though the school office	Positive stakeholder relationships to ensure effective communication and proactive engagement. Large scale print for reports/ newsletters/ correspondence if requested.	All parents can engage fully with the life of the school, making any reasonable adaptations. if requested on a disability basis. All communications can be accessed by all parents.	On going
Physical Environment			
Ensure that, where possible, the school buildings and grounds are accessible for all children and adults. We continue to improve access to the school's physical environment for all and are mindful of our responsibilities under the public sector equality act 2010	Audit of accessibility of school buildings and grounds by Governors/Head teacher Suggest actions and implement as budget allows or as need arises.	Modifications will be made to the school building to improve access as and when required. Equality of access is considered when developing the physical environment. Relevant advice sought.	Termly health and safety checks are completed by Site Manager which includes accessibility. Annual review of building accessibility
Continue advice on accessibility linked to new pupils who may have a disability.	SENCO, Headteacher and Compliance Director, to ensure the needs of all new intake children are highlighted and considered before transition.	Advice sought and plans to make adaptions in place as and when necessary.	Annual review of building accessibility

Ensure that fire bells are visible for hearing impaired children/staff/visitors so they can respond quickly to the alarm if applicable	Headteacher, Site Assistant and Compliance director to review and improve visibility of fire systems.	Advice sought and plans to make adaptions in place as and when necessary.	Annual review of building accessibility
Update school signage to be suitable and compliant with needs e.g. braille. Disabled entrance signage	Headteacher, Site Assistant and Compliance director to review and improve visibility of fire systems.	Advice sought and planned adaptions in place as and when necessary.	Annual review of building accessibility
Curriculum			
To ensure all children, regardless of their disability, have access to the curriculum.	Class Teachers/SENCO and specialist LSA's have input into planning. Improved provision through the use of Provision Map software.	All children are accessing the curriculum across the school.	Ongoing annually
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff can support all children to access the curriculum.	Ongoing.
Medical			
Access training if a child presents with medical needs, intimate care needs Become an Asthma friendly school. Asthma & Epi Pen training and training to meet medical needs, such as diabetic, cystic fibrosis etc. as needed.	HT & SENCO to ensure school coverage for staff trained any medical interventions as required to meet needs of each child. Parents & health professionals consulted when drawing up care plans to ensure they are accurate and safe.	Procedures are clear and staff are confident in supporting the children's medical needs	As required
Care plans are current and written in partnership with parents and a health care professional where possible.	Allergy and anaphylaxis training completed by all staff for new legislations Sept 2026 Additional training regarding medical needs provided as required and updated / reviewed annually	Children with a range of medical needs are safe and well supported within school.	