



ACCESSIBILITY POLICY & PLAN 2018 - 2022

This policy and plan applies to the whole school including the EYFS.

INTRODUCTION

Oakwood School follow the statutory requirements of the Equality Act 2010, the Special Educational Needs and Disability Act 2001 (“SENDA”) and the Children’s and Families Act (2014). The governing body of Oakwood School is required to deliver these duties towards disabled pupils:

- Not to treat disabled pupils less favorably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to improve the extent to which disabled pupils co-participate in the school’s curriculum.

ETHOS AND AIMS

Oakwood strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. We aim to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website), which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

Should the need arise, we would provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience. For example, at Oakwood School we ensure that all teachers are made aware of the specific needs of disabled children and instructions and information can be made available in large print documents.

Our staff regularly review teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

For the purpose of this policy, the term 'disability' has the same meaning as that given in the Equality Act of 2010 and SENDA: 'A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal daily activities.' This has some overlap with the definition in the Children's and Families Act (2014) which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age.

A disabled person includes:

- a visually or hearing impaired person
- a person with a physical disability
- a person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other ongoing condition such as colitis
- a person with an autistic spectrum disorder
- a person with Downs Syndrome
- a person with Dyspraxia, Dyscalculia, Dyslexia and/or ADHD.

Oakwood's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve Oakwood's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This document should be read in conjunction with the following policies and plans:-

- SEN and Disability Policy
- Personal Emergency Evacuation Plan
- Admissions Policy
- Health and Safety Policy
- Three Year Development Plan

Oakwood has a disability policy review committee which consists of Clare Bradbury (Headteacher), Carla Todd (SENDCo), Nicole Stephens (Head of Academics), Ian Brittain (Bursar) and Emma Tarry (Head of EYFS) may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. To review Oakwood policies, procedures and facilities annually as they are likely to affect pupils and prospective pupils who are disabled
2. To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. To prepare the SEN and Disability Policy
4. To prepare the Accessibility Plan
5. To review such plans and policies as necessary and at least on an annual basis.

The SENDCo has drawn up the plan with assistance from the Bursar and maintenance team. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

Oakwood has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

REVIEW AND MONITORING

Oakwood's Accessibility Plan is reviewed annually to frame recommendations for inclusion in the plan. These recommendations include input from the SENDCo , and Senior Leadership Team and the document is then placed on the agenda for Governors via the Education and Safeguarding Committee.

There is a formal review of the implementation of the plan by the governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

Oakwood's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years. The plan should be read in conjunction with the Admissions Policy and Special Educational Needs and Disability Policy.

Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	To ensure that the school remains fully accessible	Portable ramps are available and contingency plans are in place to ensure accessibility for all – the main school building has restrictive access and is a listed building so when needed reasonable adjustments are made including relocating events to facilitate access	Ongoing	IB	Portable ramps available
		Access ramp to the Harcombe Block refitted - COMPLETED	September 2018	NC	Upgraded ramp into the Harcombe Block
		Handrails to be added to the stairs approaching 1W - COMPLETED	September 2018	NC	Hand rail in place on stairs to 1W
		Furniture selected at the beginning of each academic year and adjustments made wherever needed including the addition of bands to ensure correct seating position	Ongoing	MB / CaT	
		Acoustics of the dining hall to be addressed - COMPLETED	November 2018	IB / NC	Consultation with maintenance team and outside companies with regard to acoustic solutions
		Block paving to replace gravel outside the entrance to the Y4 classrooms to ease 'sound pollution' for hearing impaired pupils - COMPLETED	October 2019	NC	Block paving in place

Medium Term	To ensure that accessibility needs are considered in all future building plans	Building plans for the proposed Lyne Hall and all future developments will consider accessibility	Ongoing	IB / NC	Building plans available
	Parent / Teacher meetings and events open to the wider community are planned when necessary to take part in areas of the school which have full disabled access	Parents' Evenings take place in the Lyne Hall There is vehicle access to key areas	Ongoing	SLT / IB	Events calendar
Long Term	To respond to individual requirements as they present	Ongoing site maintenance and auditing of needs	Ongoing	IB / NC / CaT	Historical evidence of this being done previously

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	To continue to support class teachers and all teaching staff with their planning for those pupils on the SEND register	Regular staff meetings, consultation and reviews. SENDCo ensures that all information regarding children with SEND is available to staff	Weekly Ongoing	CaT/ NS Class Teachers	SEND needs and strategies evident in planning
	To continue to seek advice from outside agencies to ensure best practice e.g. Specialist Teacher Advisor – Hearing Impairment, Speech and Language Therapist and Occupational Therapist	Regular visits from outside agencies as appropriate to needs and feedback followed as appropriate	Ongoing	CaT/ Teachers	Staff knowledge improved as a result of information sessions by outside agencies e.g. The Specialist teacher Advisor and Occupational Therapist Suggestions implemented within lessons
	To provide pupils with a range of resources including laptops, privacy screens and writing slopes in addition to supporting their use of aids including glasses and hearing radio aids	Regular review of needs Range of equipment available and alternatives purchased when needed and/or advised by specialist advisers	As required	CaT / Teachers	Resources regularly being used by pupils Staff using radio aid

Medium Term	Pupil Profiles written for all pupils on the SEND register receiving WAVE2/3 support and available to all teaching staff	SENDCo responsible to writing Pupil Profiles, keeping them updated and disseminating them to staff and parents Staff responsible for reading Pupil Profiles and implementing strategies	Reviewed termly	CaT / Teachers	Strategies from Pupil Profiles being implemented in lessons across the curriculum
	To recognise specific access arrangements required by pupils when involved in written/physical/practical activities and when undertaking internal and/or external examinations and assessments	SENDCo to ensure access arrangements for examinations and assessments is kept up to date Staff to assess activities and work with SENDCo to make reasonable adjustments to ensure access	Ongoing	CaT/ NS / Teachers	Reasonable adjustments regularly made and evident across the curriculum
	To recognise that the bi-annual testing we carry out does not always reflect the true attainment and ability of those child with SEND	Teachers and SENDCo to use alternative testing alongside conventional tests or to repeat the conventional tests with additional support in form of a reader, scribe or alternative ways of producing responses	Ongoing	CaT/ NS / Teachers	Evidenced in the assessment data for individual pupils
Long Term	Training given to staff	Regular INSET training on SEND enables staff to meet the requirements of all children and understand their specific needs	Ongoing	SLT / CaT	Previous INSET programme and increased staff confidence in this area
	Improve pupils' routines and independence throughout the day	Installation of the Bodet Communication System across the whole school to allow 'bells' and 'announcements', including critical incidents, to ensure pupils have easy access to routines and instructions	August 2019	FP/IB/JP	Movement between lessons and play smoothly and on time. Clarity of expectation.

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	To monitor the needs of the users of the school's channels of communication and to offer and respond to requests to provide information in alternative formats	Letters home, reports and homework instructions can be provided in large print or as PDF files that can be enlarged to the reader's requirements or as documents with text to speech facility	Ongoing	School Office	We are 'live' to the diverse needs of both parents and children and can respond to requests for different formats
Medium Term	Staff trained to make reasonable adjustments to how information is presented	Interactive whiteboards set to a pastel background and the style and size of font monitored carefully	Ongoing	CaT / Teachers	Pupils confidently accessing information
		Coloured paper is used instead of white where appropriate			
		Notes given to pupils rather than having to access them from the board			
		Communication support workers make information available to hearing impaired student in line with EHCP			
		Language used is adjusted to the needs of some children			
Long Term	To continue to respond to the needs of all pupils and their families	Reasonable adjustments will be made in response to the specific needs of pupils and their families as they join the school	Ongoing	SLT / CaT / School Office	

Reviewed: August 2015	By:	Nicole Stephens, Head of Academics
Reviewed: August 2016	By:	Charlotte Mason, IENCo
Reviewed: January 2018	By:	Charlotte Mason, IENCo
Reviewed: October 2018	By:	Charlotte Mason, IENCo
Reviewed: October 2019	By:	Clare Bradbury, Headteacher
Reviewed: October 2020	By:	Clare Bradbury, Headteacher
Reviewed: September 2021	By:	Carla Todd, SENDCO
Signed: 	By:	Clare Bradbury Headteacher
Next Review Date:		September 2022