



Accessibility Plan

Policy Lead:	Assistant Head (HH)
Last Review Date:	July 2026
Next Review Date:	July 2029
Approval needed by:	Governing Body

At The Oaks Academy, we respect and value all children and are committed to providing a caring, friendly, and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by/or invited to deliver services at The Oaks Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, or emotional abuse, neglect and bullying.

Accessibility Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. This Accessibility Plan is drawn up 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 of progress of the Accessibility Plan. The plan will be reviewed every three years.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Single Equality Policy and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

The Oaks Academy is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Oaks Academy Accessibility Plan shows how access could be improved for disabled pupils, staff and visitors to the school within an agreed timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or schools visits/residentials – it also covers the provision or loaning of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary or re-commissioning existing facilities – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe and meeting budget constraints.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; when required, 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 timeframe.

The Oaks Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- Single Equality Policy
- School Improvement Plan
- Teaching and Learning Policy
- SEND policy

The Accessibility Plan for physical accessibility relates to Access Audits of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. The budgetary priority has to be in maintaining the building's suitability for educational purposes in addition to carrying out the priorities identified in improving the building's accessibility.

The Terms of Reference for all Governors' Committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resources Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's Accessibility Plan is implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Action Plan A – Improving Physical Access

Target	Strategies	Time Scale	Responsibilities	Cost	Success Criteria
Corridors	Keep corridors clear from obstructions and fit for purpose.	Ongoing	Site Manager	Nil	Corridors clear and fit for purpose when necessary.
Wheelchair access to the main school building	Wheelchair access available throughout whole school and Fame suite.	Ongoing	PK APA HH		Maintaining lifts
Disabled parking	Disabled parking is not permitted on the School "KEEP CLEAR" markings between 8.00am and 5.00pm. Blue Badge holders may park on the single yellow lines opposite the main school entrance for up to 3 hours, provided no obstruction is caused. This area may also be used as a drop-off point if the Blue Badge holder is travelling in the vehicle. However, if the driver remains in the vehicle and is not the Blue Badge holder, they are not permitted to park there and must seek an alternative parking area. There is one disabled parking space directly outside the main entrance.	When required	APA		Safe disabled parking that meets needs of individual when they arise.
Disabled Toilet	In the Fame Suite Emergency cord in working order, sounds an alarm when pulled. Outside alert light in full working order	Ongoing	APA	Nil	Disabled toilet available at all times.

There are very few parts of the school to which disabled pupils have limited or no access at the moment. The school is a three storey building with several access points from outside. The hall is on the ground floor and is accessible to all. There is onsite parking for staff and visitors. We do have a designated disabled parking space directly outside the main entrance to the school. Entrances are fully accessible for wheelchair users. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans will be put in place as required. The main entrance has a secure lobby, this being fully accessible for wheelchair users.

Action Plan B – Improving Curriculum Access

Target	Strategies	Timescale	Responsibilities	Cost	Success Criteria
To liaise with primary providers to review potential intake for each September	To identify pupils who may need additional and/or different provision for September intakes To organise transition arrangements where necessary	In time for September intakes	HH	Cost of resources if necessary/ within budgetary constraints.	Procedures / equipment in place in readiness for September
When reviewing all statutory policies ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HH PK Governors	Nil	All policies clearly reflect inclusive practice and procedure
Differentiation in teaching and learning Appropriate intervention programmes delivered.	SLT/HH to monitor quality of adaptive teaching and provision for SEND pupils. SLT/HH to audit current interventions and their success/impact on progress. Provision mapping to be used when appropriate.	Ongoing and as part of learning reviews	SLT HH	Resourcing costs of identified areas to develop	Differentiated curriculum delivered. TA support where appropriate
Classrooms to be organised to promote the participation and independence of all pupils	Carry out an audit of resources /Quality First Teaching to ensure that lessons are planned to meet the needs of all pupils in the class. Staff development and training	Ongoing	Classroom based staff PK SLT Class Teachers TAs	Possible resource implications where gaps are identified.	Inclusive classrooms in organisation and curriculum delivery.

Staff training in the production, implementation and review of Provision maps/ relevant paperwork.	Staff training and knowledge of clear expectations regarding SEND paperwork. Seek school to school support where necessary.	Ongoing	HH	Not applicable	Clear and relevant plans. SEND paperwork precise.
Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, ASD, Down Syndrome, other needs when appropriate.	Deliver training where possible. Identify gaps in knowledge and seek external advice if necessary. Run intervention groups where support is needed. Aim to upskill current staff in order to support others.	Ongoing	All class-based staff	Training fees	Where possible training requirements are met. Relevant interventions delivered to meet individual needs. Staff to support each other.

ACCESSIBILITY PLAN

Action Plan C – Improving the delivery of written information

Target	Strategies	Timescale	Responsibilities	Cost	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Raise awareness of how font size and page layouts will support pupils with visual impairments. Consider use of coloured overlays, flat screen presentations to meet learning styles and needs. Audit signage around school to ensure that it is accessible to all.	ongoing	All staff	Variable – reprographics to acquire best price.	Where needed written information adapted to meet needs identified.

Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an Additional Language.	ongoing	HH APA Admin team	Variable	EAL members of the community can access information when required.
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