



Accessibility plan

Oaklands School

Date reviewed:	Review Cycle:	Policy review date:
20 th April 2025	Every Three Years	Spring 2028

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

The Oaklands values that underpin our ethos and mission statement are:

Developing emotionally health minds

Providing pathways to success

Supporting pupils to become confident and resilient young adults. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Differentiated Instruction: Adapting teaching methods to cater to the diverse needs of all students. • Universal Design for Learning (UDL): Creating flexible learning environments that accommodate individual learning differences. • Assistive Technology: Utilising tools such as speech-to-text software, screen readers, and hearing aids to support students with disabilities. • Collaborative Teaching: Involving special education teachers, teaching assistants, and other specialists in the classroom to provide additional support. • Multisensory Teaching: Using visual, auditory, and kinaesthetic learning					

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	activities to engage students with different learning styles. • Accessible Materials: Providing textbooks, handouts, and digital resources in formats accessible to all students, including large print, Braille, and audio versions. • Culturally Relevant Curriculum: Incorporating diverse cultural perspectives and materials that reflect the backgrounds of all students. • Inclusive Classroom Practices: Ensuring that classroom activities and assessments are designed to include all learners, such as group work and project-based learning. • Regular Assessments and Feedback: Continuously monitoring student progress and providing timely, constructive					

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	feedback to support growth. • Parental Involvement: Engaging parents in their children's education and fostering a collaborative partnership between home and school. • Professional Development: Offering ongoing training for teachers on inclusive education practices and the use of assistive technologies. • Flexible Learning Spaces: Designing classrooms that are adaptable and accessible to all students, with consideration for mobility and sensory needs.					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Seating • Ramps • Elevators		Place a sign at the entrance to the carpark/site showing that there is accessible parking available and where it is located	DS	Sept 2025	Completed

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RECEPTION:	• Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height		Erect a sign in front of all accessible bay's at a height of 1 metre (this is in case of snow or leaves on the ground)	DS	Sept 2025	Completed
			Mark out a safe walkway in the carpark.	DS	Sept 2025	Completed
			Inform the Local Authority of the poor condition of the pavements and the potential trip hazards around the school pedestrian entrance.	SWN		
			Provide either signage or instructions from the reception area to the visitor's accessible toilet.	Office Staff	On-going	In Place
			Provide a seat with high back and arms	DS	May 2025	Completed
			In the school's long-term plans consider incorporating a wheelchair			

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			accessible counter, in the short term an additional counter at an accessible height can be added. Highlight handrails on steps and ramps with tape or paint in a bright contrasting colour to aid visually impaired students/visitors. Where access is via a ramp, the start and ends of the slope need to be indicated. This can be done with a thick stripe of white or yellow paint across the width or a boldly painted white triangle pointing in the direction of the slope. All accessible toilets to have a shelf for personal use and coat hooks at an accessible height.	DS/SWN/NOY DS DS DS	April 2028 Sept 25 Sept 25 Sept 25	In Review Completed Completed Completed

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			Ensure that grab bar fittings are correctly in place Handles which do not contrast in colour to the door should either be changed, have contrasting tape applied or be painted a different colour	DS	Sept 25	Completed
Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations		Change any signage that has been displayed solely in CAPS	DS	Sept 25	Completed

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	Digital, audio or video formats					
Offer additional support to meet the needs of young carers and their families	The school supports all staff to continue learning, alongside their students. They are committed to: - Providing the time, resources, choice and autonomy to allow effective, personalised, professional development - within a supportive whole school structure - Developing a coaching culture, with an emphasis on deep reflection, listening for understanding and personalised support - Providing a wide range of professional development opportunities - They also offer training opportunities for their non-teaching staff to					

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	support their development and career aspirations Disability Awareness Training for staff is provided. Through training and discussion, barriers can be broken down and compassionate understanding can be achieved. Creative, practical and stimulating Disability Awareness Training could have a very positive impact on staff					

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board at the Finance / H&S Meeting.

It will be approved by the governing board at the Finance / H&S Meeting.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Behaviour and attendance policy
- Critical Incident Plan