



Oakwood Community School Accessibility Plan

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Purpose of the Plan

The purpose of this plan is to show how Oakwood Community School Learning Community is able to meet the needs of pupils, staff, parents and visitors regardless of disability.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing 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 plan sets out the proposals of the Headteacher of the school to ensure access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- ☐ Increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- ☐ Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education).
- ☐ Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, text books and information about school events. The information should take account of the pupils’ disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Oakwood Community School aims to treat all stakeholders, including pupils, prospective pupils, staff and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look to ways to improve accessibility through self-evaluation, data collection, questionnaires and parental discussions.

The Current Range of Disabilities within Oakwood Community School

The school has pupils with a range of disabilities which include moderate and specific learning difficulties, Behaviour and emotional difficulties, sensory impairments and social emotional and mental health. When pupils enter the school with specific disabilities the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of pupils who have medical needs including pupils needing Epi-Pens and staff are aware of these pupils.

The majority of staff hold current First Aid certificates and this is sign-posted throughout the school. All staff have in-date training in Administration of medication as well as use of Anaphylaxis Auto-Injector Medication (Epi-Pen). There are currently no pupils who take regular medication throughout the day, however, if/when this need arises, all medication will be kept centrally and securely in the medical room. A locked fridge is available in here with a medication log book. Administration of Medicines consent forms are filled in by parents/carers outlining the amount and time of medication. All medication given is recorded.



Improving Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcomes
School is aware of the access needs of disabled pupils, staff and visitors.	Access plans for individual disabled pupils, staff and visitors are circulated to relevant people.	Ongoing	SENCO	Individual plan in place for all disabled pupils and all staff are aware of all pupils' access needs.
School staff are better aware of access issues.	Provide information to staff on disability and equality for all.	Ongoing	Headteacher / Board	Raised confidence of staff and the Board in commitment to meet our access needs.
All building work has considered			SLT/Board	



accessibility guidance.	Share accessibility plan with relative personnel.			Ongoing improvements in access to all areas when undertaking routine and maintenance works.
Improve signage and external access for visually impaired people.	Paint white or yellow strips on edge of all external steps.	Ongoing	Site team	Visually impaired people feel safe in the grounds.
Ensure that all disabled pupils can be safely evacuated in an emergency.	Put in place Personal Emergency Evacuation Plans for all pupils. Develop a system to ensure all staff are aware of their responsibilities.	Ongoing Ongoing	SENCO Headteacher / Proprietary Board	All disabled pupils, staff and visitors and staff working with them are safe and confident in event of fire.
Ensure all escape routes are suitable for all.	Monitor success and issues during standard fire practice and amend if necessary.	Ongoing	Fire Safety Officer	All disabled staff, pupils and visitors are able to have safe and independent evacuation in emergency situations.



Improving Access to the Curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
Increase confidence of staff in differentiating the curriculum.	Undertake audit of staff training needs on curriculum access. Plan training schedule to meet the needs of the staff.	Ongoing due to staff turnover and the arrival of new pupils.	SLT/SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation.
Ensure TAs have access to specific training on disability issues.	Use staff audit to identify TA training needs and inform Professional Development process.	Ongoing due to staff turnover and the arrival of new pupils.	SLT/SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation.
Ensure all staff are aware of disabled pupils' curriculum access.	Dissemination of information.	Ongoing	SENCO	All staff aware of individual pupils' needs.
Ensure all school trips/visits are accessible to all.	Develop guidance for staff on making trips accessible	Ongoing	Headteacher / Proprietor	All pupils in school are able to access all school trips and take part in a range of activities
Involve TAs in lesson planning and inclusion.	Help TAs to establish subject specific skills. Establish joint TA/Teacher planning opportunities.	Ongoing	SENCO	A team of TAs with a suite of skills to address the needs of pupils.



Improving Access to Information

<u>Targets</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibilities</u>	<u>Outcomes</u>
Review information sent to parents/carers to ensure it is accessible.	Review all letters home to check reading age/Plain English. Produce letters in alternative formats e.g. large print, Braille, other languages.	Ongoing Ongoing	Headteacher	All parents receive information in a format they can access.
Ensure all staff are aware of guidance on accessible formats	Distribute guidance on good practice in accessible formats. Provide guidance to staff on dyslexia	Ongoing Ongoing	SENCO	Staff produce routine information to pupils in more accessible ways.
Inclusive discussion of access to information in all Annual Reviews.	Ask parents/carers and pupils about access to information and preferred formats in all reviews. Develop strategies to meet needs.	Ongoing Ongoing	SENCO	Staff more aware of pupils' preferred methods of communication.
Pupils become more aware of their own learning styles and access needs.	Include access to information re: learning needs. Encourage pupils to express their access needs and explore learning styles.	Ongoing Ongoing	All staff	Pupils able to articulate their access needs and understand their own learning styles.