Oakley School

Skills for Life and Independence

Accessibility Plan

Date written: June 2024

Date agreed and ratified by Leadership Team: TBC

Date of next review: July 2027

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

Oakley School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Mission: Children and Young People at the heart of all we do.

Our Ethos: Work Hard, Be Kind, Have Fun & Stay Safe

Our Vision: To give all our children and young people opportunities to **engage**, **explore, discover** and develop their **independence** – to become confident, resilient, happy and well prepared for a positive and meaningful future, equipped for skills for life.

The school's mission and aims seek to ensure that every student receives their full entitlement to the National Curriculum and other areas of learning, that individual needs are fully met and that there is no discrimination against any individual student or group of students who have specific needs.

Celebrating and embracing different faiths and beliefs

- We learn about different faiths and cultures from around the world

The plan will be made available online on the school website, and paper copies are available upon request.

Oakley 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.

Oakley 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, including pupils, families, staff and governors of the school.

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.

Aims of the plan:

- To increase the extent to which pupils with SEN and disabilities can participate in the school's curriculum
- Improve the provision of information for disabled pupils
- 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 used by the school and to improve access for disabled parents, staff and visitors

Increase access to the curriculum for pupils
Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils.

PRIORITY	STRATEGY / ACTION	PERSON(S) RESPONSIBLE	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Effective communication and engagement with parents	Weekly newsletter Parent evenings Effective communication via Class Dojo Annual Reviews Family Events	Leadership Team	Allocated Time Family Support Worker Administrators	Ongoing	Families fully informed about progress & engage with their child's learning.
To ensure all staff receive relevant and timely training on a range of effective strategies to support pupils	Review staff training needs Provide appropriate training Offer Makaton and First Aid Training	Deputy Headteacher	Specific Training Time Visits from External parties INSET Days	Ongoing	All staff awareness of our pupil needs. Pupils have increased access to the curriculum

Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff Interactive whiteboards are accessible for all pupils Use of ICT / specialist equipment Adjustable tables / workstations	Leadership Team	School Funds Leadership Time ICT Network Manager	Ongoing	Positive impact on pupil outcomes Barriers to learning are removed
Improving Physical Environment Our key objective is to improve and maintain the physical environment of the school adding specialist facilities as necessary based on unknown needs for future referrals					
PRIORITY	**STRATEGY / ACTION**	**PERSON(S) RESPONSIBLE**	**RESOURCES**	**TIMESCALE**	**SUCCESS CRITERIA**
Access into and around school to be fully compliant	Improve parking area for transport time Designated disabled parking Accessible pathways around the school	School Business Manager Leadership team	School funds KCC approval Maintenance costs	September 2026	New parking area Improved accessibility

Provide adequate care suites and hygiene rooms across the school	Review pupil toilets and care suites Identify areas of improvement where needs have increased Disabled facilities	School Business Manager Leadership team	School funds KCC approval Maintenance costs	September 2026	Welfare for pupils will be appropriate and improved Pupils will be able to access hygiene rooms, and have opportunities increase their independence skills in self-care.
All fire doors and escapes are compliant suitable for all	Review Fire Doors and Fire Risk Assessment	School Business Manager Leadership team	KCC Input / Funds	September 2026	Fire Doors accessible and compliant

To ensure the school is aware of the access needs of disabled pupils, staff, governors, parents / carers and visitors	To create access plans for individuals as part of the EHCP where required. Be aware of staff, governors and parent's access needs and meet as appropriate. Ensure PEEP (Personal Emergency Evacuation Plan) are reviewed regularly for pupils Communication in print around school to assist pupils understanding and visual recognition Premises / Health & safety ticket system for staff to report concerns	School Business Manager Site Manager Leadership team	Time KCC H&S Advisory Department Software systems	Ongoing	Improvement to current accessibility situation
Provide Life Skills areas which are accessible	Kitchen appliances, sinks and cookers at wheelchair accessible height	School Business Manager Site Manager Leadership team		September 2025	Pupils will be able to access life skills opportunities with reduced support from adults and maximum opportunities for independence.

The school is fully secure and safe	Weekly health & safety audit of the school and its surroundings. Online reporting of health & safety concerns To improve site security with electric automatic entry gates accessible by staff	School Business Manager Site Manager Leadership team	Maintenance costs Time	September 2025	School site will be secure and safe for pupils, staff, parents and visitor

Improving the availability of accessible Information Our key objective is to improve the delivery of information to pupils, staff, parents and visitors					
PRIORITY	**STRATEGY / ACTION**	**PERSON(S) RESPONSIBLE**	**RESOURCES**	**TIMESCALE**	**SUCCESS CRITERIA**
To ensure pupils with speech, language and communication have appropriate methods of AAC, and therefore information will be accessible to all.	Provision in place matched to the pupils' communication needs. Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Makaton	Teachers Learning Support Assistants			All pupils will be able to access information, as appropriate to their communication needs.
To enable improved access to written information for pupils, parents and visitors.	Support parents to access information by completing forms with/or for them. Offer support for parents who are illiterate in completing forms and using the internet Offer family workshops. Offer translators if requires	Family Support Worker Admin Team Leadership Team	Family Support Worker Translators External Agencies	Ongoing	Enhanced accessibility to all relevant documentation.

To ensure the website is accessible to all	Review website Enable translation on school website	Leadership team School business manager	Website software costs Time	Ongoing	Website is acccessible to all

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 Extended Leadership Team.

It will be approved by the Leadership Team.

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