OAKWOOD SCHOOL

Accessibility Policy & Plan
2026-2029

Implementation Date: January 2026
Date / Term of last review: September 2026

This policy applies to the whole school including those in the EYFS.

This policy is reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and SENDCo. It will be approved by the Education and Safeguarding Governor Committee.

This accessibility plan is linked to the following policies:

- Risk Assessment Policy
- Health & Safety Policy
- Inclusion & Diversity Policy
- SEND Policy
- First Aid & Administration of Medicines Policy

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Approval:	Clare Bradbury, Headteacher
Next Review Date:	Janaury 2029

For office use only:

Inspection folder		
Website	Required	✔
Internal Staff purposes only		

1. Aims and Objectives

1.1. 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.

1.2. We treat all pupils fairly and with respect and ensure that all pupils are provided with access and opportunities without any discrimination of any kind.

2. Definition of Disability and Scope of the Plan

2.1. All schools are required under the Equality Act 2010 to have an accessibility plan.

2.2. This plan meets the requirements of the Equality Act 2010 and the DfE guidance for schools on the Equality Act 2010.

2.3. 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.

2.4. 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.

2.5. 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.

2.6. The plan is made available online on the school's website and paper copies are available upon request.

2.7. We are committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

3. How the Plan is Constructed

3.1. Oakwood includes a range of stakeholders in the development of this accessibility plan including the Headteacher, SENDCo, the SLT and Estates Manager.

3.2. Oakwood also consults 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.

4. Review and Monitoring

4.1. This policy and plan is reviewed every 3 years but may be reviewed and updated more frequently if necessary. It is reviewed by the Headteacher and SENDCo and approved by the Education and Safeguarding Governor Committee.

4.2. An Accessibility Audit was carried out in September 2023. The outcomes were used to help identify needs and inform future planning.

5. The Accessibility Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Adapted teaching & learning to ensure curriculum access for all pupils • SEND provision map identifying all pupils with individual needs, required interventions and adaptations, with Individual pupil plans as required • Resources are tailored to meet the needs of all pupils • Classroom adaptations/aids used such as bookrests, writing slopes & privacy screens • Dyslexia friendly adaptations - coloured overlays, dyslexic friendly fonts • Reading pens • Use of access arrangements for national tests and assessments • Thorough and regular tracking of pupils • Use of auxiliary aids such as radio microphones for hearing impaired pupils • Translation tools used through i-pads for EAL pupils • Regular support from external agencies including Educational	Use of AI to enhance adaptations - staff training needed SEND staff training - executive Functioning Skills Consider adaptations to the behaviour management policy and processes to meet needs of all pupils/particularly those with a neurodiverse profile	INSET training INSET training Review policies & develop staff training	FP SENDCo SLT / SENDCo	INSET Jan '26 & ongoing INSET Sept '25 INSET Feb '26 & ongoing staff training Policies reviewed and updated - Jan '26	Increased use of AI by staff to adapt learning Increased confidence and strategies Embedding policies and INSET strategies to better support SEND pupils

	Psychologists, Speech & Language Therapy and OTs • Staff undertake training in anaphylaxis, epipen use & asthma; specialist training is also provided for diabetes and epilepsy as appropriate to pupil needs • 'Wave' interventions for both academic needs and wellbeing needs offered to support the emotional and learning needs of all pupils, breaking down barriers to effective learning (ELSA, Song Therapy, Drawing & Talking Therapy, Lego Therapy)					

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	• Adaptation of access with the use of ramps as needed (such as Kindergarten) • Accessible parking on site • Disabled toilets on site (Harcombe Block & Pool) • Baby changing facilities for visitors available on site (Harcombe Block) • Baby changing facility in nursery with child steps for ease of access & to limit the need of staff to lift children • Age appropriate toilet facilities for all pupils • Portable ramps for wheelchair users (Heritage Room & Pool) • Non slip nosings on external staircases (Lyne Hall) • Handrails on internal staircases • Vision panels in classroom doors • Door closures where appropriate • All corridors are clear of clutter and obstruction • School grounds and buildings are regularly monitored • Use of Smartsafe Health & Safety system to record all near misses, concerns etc • All staff and pupils with short term or long term accessibility or sensory needs are risk assessed and a PEEP is drawn up and regularly reviewed • All events, trips and visits are risk assessed	Improve access and safety by installing further handrails to outside steps where there are more than 3 risings and where needed Consider a more accessible location for the 'sick bay' as it is currently located on the first floor of the main building Continue to expand the use of Smartsafe Improved signage on site	Review of steps on site by estates Review use of wider facilities to identify other possible locations Smartsafe - Risk Assess and First Aid to be established Agree signs, design and locations	LG / EB SLT / LG LG / EB CB / LJ	Installed in various locations around the site - July '26 (PP/ Gym/ Lyne Hall) Ongoing Completion Sept '26 Completion by Sept '26	Improved access and safety with using steps Ground floor accessible room in place Centralised/ efficient tracking & management of RA/first aid to better support needs of pupils Clear signage

	• Secure gate to PP Brewhouse to ensure pupils in EYFS can access outdoor play areas safely and securely • Improved visibility of slopes, entry and exits from EYFS rooms					

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	• Use of auxiliary aids such as radio microphones for hearing impaired pupils • Picture timetables for all pupils • Termly parent meetings/reports with the opportunity to meet the SENDCo & specialist teachers • Termly 'Here to Help' sessions for parents • Termly coffee mornings for parents of neurodiverse pupils (Introduced Sept '25) • Early Help parent workshops (Introduced from Sept '25)					