



ACCESSIBILITY PLAN 2022 – 2024

Introduction

Our PACT Charter of Educational Principles shows how Oakwood values the individuality of all pupils, their families and staff. The achievements, attitudes and well-being of everyone within our school community matter.

We want all our pupils to enjoy school, to be challenged to achieve their very best, and to consider their time at Oakwood as their own 'learning journey'. We are committed to giving all our pupils every opportunity to achieve the highest standards. We do this by taking account of their varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our pupils.

Subject to availability of places, children of a wide range of academic ability are accepted as long as they are able to take full advantage of the education offered. We are committed to equal treatment to all, regardless of sex, race, disability, gender reassignment, religion or belief, sexual orientation, pregnancy or social background. Our Admissions Policy (available on our school website) provides further details.

Introduction

The Equality Act 2010 provides the legislation covering all the types of discrimination that are unlawful. This Accessibility Plan details our strategy to cater for disabled pupils, aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils, parents and staff

Definitions

The definition of disability under the law is a wide one.

A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions, such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If persons have been disabled in the past (for example, those who have recovered from cancer or with a history of mental illness), they are still covered by the legislation for the rest of their lives.

Areas of planning responsibilities

1. Increasing access to our school curriculum (this includes teaching and learning and the wider curriculum of our school such as participation in after-school clubs, leisure and cultural activities or school visits).
2. Improving access to the physical environment (this includes improvements to the physical environment of our school and physical aids to access education).
3. Improving the delivery of written information (this includes planning to make written information that is normally provided by our school to its pupils and parents available to disabled users. The information should take account of a person's disabilities and their preferred formats, to be made available on request and within a reasonable timeframe).

Current range of known disabilities

Our school does not have any children with an IEHCP (Integrated Educational Health Care Plan), however we do have children with a range of learning difficulties; including specific learning difficulties (dyslexia, dyspraxia) and ADHD. We have one parent with a hearing impairment.

When we recruit staff we ensure equality and appoint the person with the skills and qualifications appropriate to the post without prejudice. At present, our school does not have any staff with disabilities or learning difficulties. One member of staff has a mild hearing impairment, and following discussions their hearing aid provides the only support needed.

Input of parties and formulation of this plan

The plan has been produced in consultation with the PACT directors, the CEO, the school's senior management team and others involved in the preparation of the buildings.

Vision and values

The PACT Charter of Educational Principles states clearly that PACT schools must “aim to provide each pupil with a full and balanced education in intellectual, cultural and spiritual matters” (Article 2). This applies to all pupils, regardless of disability or indeed any other characteristics protected under the Equality Act 2010.

PACT schools also seek to “ensure that each pupil develops his or her talents to the full and acquires a sense of individual and social responsibility”. (Article 3)

PACT schools have an inclusive outlook and Article 7 states that “(The) schools should seek to share their resources with the greatest number of people”.

Article 9 of the Charter commits PACT schools explicitly to equal treatment and celebrates the diversity within its schools which “should be seen as a means of mutual enrichment”.

Pupils

At Oakwood School we offer a broad and balanced curriculum and have high expectations for all pupils. We do this by taking account of pupils' varied life experiences and needs. The achievements, attitudes and well-being of all our pupils matter. Our plan helps to ensure that the School promotes the individuality of all staff, pupils of and visitors to Oakwood School regardless of ethnicity, attainment, age, disability, gender or background. Please see also the Equal Opportunities Policy.

Staff

When we recruit staff we strive to appoint the person with the skills and qualifications appropriate to the post without prejudice. Oakwood School is dedicated to safeguarding children and promoting their welfare. We have rigorous procedures for new staff and all DBS checks are made in line with statutory guidance.

School context

The School opened in January 2014. We have one pupil with an EHC plan and have no other pupils with severe disabilities. We assess all prospective pupils using our own bespoke tests and continue to monitor pupils throughout their time at the school.

In September 2023, The School moved to its new location in SE19. This followed an extensive and ambitious refurbishment plan that constantly kept accessibility on the radar to ensure our facilities would be future-proof.

This plan has been produced in consultation with PACT Trustees, the School's Senior Leadership Team and others involved in the preparation of the buildings.

Priorities

- To improve accessibility for anyone wanting to enter the school;
- To identify areas that need improvement, particularly the more physical aspects of the curriculum;
- To identify statutory guidelines when providing an enhanced environment for learning;
- To appoint a person to oversee the objectives highlighted in the plan;
- To assist teachers with resources or training to help them support children with Learning Difficulties and/or Disabilities (LDD);
- To draw up an action plan for pupils who may be temporarily disabled;

Responsibilities

It is the responsibility of the PACT Board and the School Leadership Team to put the plan into action and to ensure that it is adequately resourced. If inspected, a copy of this plan will be made available to the relevant inspecting body or to a Minister of the Crown, upon request.

The Plans

Section A: Improving access to the physical environment

ACTION	WHO IS RESPONSIBLE ?	BY WHEN ?	OUTCOME	REVIEW MECHANISM	DATE OF REVIEW
Periodical check of the lift and call point mechanism	H&S Officer	Ongoing	Certificate to be issued and record of the checks filed	H&S committee	H&S meetings
Move the phone that collects calls from the call points to staff room	H&S Officer	July 2023	New process explained to all stakeholders (staff, pupils, visitors with disabilities)	SLT	August 2023
Consider access arrangements for pupils and visitors with temporary disability (e.g. broken leg)	Head	Ongoing	Tailored plans for individual pupil needs	SLT	Termly H&S meetings

Section B: Improving access to the curriculum

ACTION	WHO IS RESPONSIBLE?	BY WHEN?	OUTCOME	REVIEW MECHANISM	DATE OF REVIEW
Provide opportunities for all pupils to take part in school sport	Director of Sport	Ongoing	Wider provision of sports	Accessibility Plan Review I	Ongoing
Consider how staff training can help secure access to the curriculum for all	Health and Safety Officer	Ongoing	Staff training needs audit	Accessibility Plan Review I	Ongoing
Audit resources available to increase access, such as writing slopes, pencil grips large print books.	SENCO	Ongoing	SEN resources audit	Accessibility Plan Review I	Ongoing
If applicable, review participation of disabled pupils within lesson observations	SENCO	Every Autumn term	Lesson observation forms	Accessibility Plan Review II	Every Autumn term
If applicable, review participation	SENCO	On a case-by-case basis	Report on participation	Accessibility Plan Review II	On a case-by-case basis

of disabled children in school visits					
Identify all pupils requiring extra support	SENCO	Half-termly	SEN register	SLT	Half-termly
Review curriculum in order to determine adaptations necessary to ensure access for all	SENCO	Annually	Curriculum review	Accessibility Plan Review I	Annually

Section C: Improving access to written information

ACTION	WHO IS RESPONSIBLE?	BY WHEN?	OUTCOME	REVIEW MECHANISM	DATE OF REVIEW
If necessary, audit school books and resources to ensure availability of large font and easy read texts	SENCO	Annually, by October	Audit, and new books if necessary	SLT	Annually

Audit signage around school to ensure it is accessible to all	SENCO	Annually, by October	Audit	SLT	Annually
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REVIEW OF SPECIFIC TARGETS (including timescales):

I. Increasing access for disabled pupils to our school curriculum

Improving teaching and learning is a key feature of our school. Through self-evaluation, reviewing targets and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all pupils. We aim to meet every child's needs within our classes and to ensure that everyone is able to participate fully in the broader life of our school.

Target	Strategies	Time-scale	Responsibility & Key Documents	Success Criteria
Identify those pupils who need support and/or concessions for all assessments	<ul style="list-style-type: none">- INCAS tests done every September- Pupil conferences held termly to identify those for the 'watch list'- Specific SEN & EAL children identified- Booster sessions held in group room	September 2021, September 2022 and September 2023	SENCO Heads of Prep and Pre-Prep	Pupils receive appropriate support both within and outside the classroom
Increase confidence amongst staff for differentiating the curriculum	<ul style="list-style-type: none">- Ongoing staff training to improve awareness of modern teaching practices as regards to pupils with learning difficulties and disabilities- Assign CPD for supporting children with learning difficulties and differentiation (through courses or staff meetings)- Continued analysis of teaching & learning styles and their impact on all pupils	January Inset in 2022, 2023 and 2024. In addition to this any training needs will be discussed during staff meetings.	SENCO Heads of Prep and Pre-Prep Staff meeting & INSET schedule	Raised confidence in strategies for differentiation and increased pupil participation

	- Online learning if required			
Ensure teachers and classroom support staff have specific training on disability issues	<ul style="list-style-type: none"> - Be aware of staff training needs to support needs of current pupils - Provide support & improved knowledge about relevant issues through appropriate training - SENCO to attend courses and keep up to date with new developments in this area, and shared with staff as needed 	Training will take place throughout the year as requirement identified.	SENCO (and to ask other professionals if more specialist advice needed)	Raised awareness, skills and confidence of staff when working with children with specific needs
Ensure all staff are aware of disabled children's curriculum access and resources available	<ul style="list-style-type: none"> - Set up a system of individual action plans for disabled pupils when required - Information sharing with all parties involved with child - Resources purchased according to needs of pupils (eg. stress balls etc) - Periodic audit of school's curriculum and resources - Refit group room and purchase appropriate furniture so that it looks fresh and is fit for purpose 	<p>September 2021, September 2022 and September 2023</p> <p>Aside from defined timelines will be as required.</p>	SENCO	<p>All staff aware of individual needs</p> <p>Sufficient resources are available</p> <p>The group room is well stocked with a range of learning support resources</p>
Use of computers to support learning	<ul style="list-style-type: none"> - Ensure that appropriate hardware/software is available and installed where needed - Investigate internet resources as appropriate 	Annually and as required	SENCO	<p>Wider use of SEN resources in classrooms</p> <p>Increased multi-sensory teaching and learning</p>

All educational visits continue to be accessible to all	<ul style="list-style-type: none"> - Develop guidance for staff on making trips accessible - Ensure each new venue is checked for appropriateness 	On planning of each school trip.	Head of Prep and Pre-Prep	All pupils able to access all educational visits and take part in a range of activities
Ensure PE continues to be accessible to all	<ul style="list-style-type: none"> - Gather information on accessible PE and disability sports - Raise the profile of disabled sports personalities 	Annually and as required.	PE co-ordinator	All pupils have access to a wide range of sports appropriate to their needs

2. Improving access for disabled people to the physical environment of our school

Oakwood continues to grow and develop as a school, and we continually strive to improve our facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use, which are under constant review. Our School Development Plan (SDP) is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility & Key Documents	Success Criteria
Our school is aware of the access needs of any disabled pupils, staff, parents, governors and visitors	<ul style="list-style-type: none"> - Be aware of specific access needs (through discussions and questionnaires for example) and meet as appropriate - Consider access arrangements for pupils with a temporary physical disability (eg. broken leg) - Access plans adapted when required (for example re-commissioning the lift to 1st floor) 	Summer term 2022, 2023 and 2024 as new pupils and staff are recruited.	SENCO SLT	<p>Suitable plans in place for those who require one.</p> <p>Disabled members of our school community feel confident that their needs are being met</p> <p>Access issues do not influence recruitment and retention of staff</p>

	- Consider access needs during recruitment process			
Layout and use of school to allow access for all pupils to all areas	- Consider needs of any disabled pupils, staff, parents or visitors when considering year group classes and alterations to the building	Summer term 2022, 2023 and 2024 as new pupils and staff are recruited. As required for visitors.	Head CEO Governors	Building is accessible to all disabled users
Improve disabled access to Early years Area	- Whilst it is possible to access the Early Years area with a wheelchair it is a long route and this can be improved by creating an access point on the inside of the school gate.	September 2022	CEO Caretaker	Disabled users able to access the building easier and quicker
Improve signage and external access for visually impaired people	- Yellow strip mark step edges	As required Ongoing	Caretaker	Visually impaired people feel safe in school grounds
Ensure all disabled people can be safely evacuated	- Ensure use of the Personal Emergency Evacuation Plan (PEEP) for all pupils, staff and visitors with particular difficulties (to include most appropriate fire escape route) - Develop a system to ensure all staff are aware of their responsibilities	September 2021, September 2022 and September 2023 And as required.	Fire Wardens & Marshals	All disabled pupils and staff are safe in the event of a fire

Ensure accessibility of access to computers	- Alternative equipment in place to ensure access to computers (ie. laptops)	Termly	SENCO	Hardware and software available to meet the needs of pupils as appropriate
Ensure appropriate equipment is available to support hearing impaired people	- Seek support from the local authority hearing impaired unit on the equipment required	This will be explored if a pupil or staff requirement is identified.	SENCO	All pupils & staff have access to the equipment

3. Improving the delivery of written information to disabled people

This will include planning to make written information that is normally provided by our school available to disabled people. Examples might include handouts, textbooks, information about school events and policy documents. Any information provided should take account of any specific disabilities or language difficulties of pupils, staff and parents and their preferred formats, and be made available within a reasonable timeframe. The vast majority of our current pupils and staff are native English speakers. Whilst a few pupils are considered EAL, all have a command of English that does not impede their access to the curriculum.

As part of this planning, we would establish the current level of need and be able to respond to changes in the range of need. We would need to identify agencies and sources of such materials to be able to make the provision when required. Our school's current computer infrastructure will enable us to access a range of support materials.

Target	Strategies	Time-scale	Responsibility & Key Documents	Success Criteria
Review information to parents to ensure it is accessible	<ul style="list-style-type: none">- To assess the need for key documents to be written in more 'simple' English if requested- Office staff will support and help parents to access information and complete school forms if requested- Ensure all documents accessible via the website can be accessed by the visually impaired	Implemented when need identified. Regular contact with school community allows for early identification of needs.	Office staff PACT Marketing & Communications	All parents receive information in a form that they can access All parents understand key documents
Improve the delivery of written information in an appropriate format	<ul style="list-style-type: none">- Provide suitably enlarged, clear print for pupils with a visual impairment	As above	SENCO/Teachers	Excellent communication which meets the needs of all

Ensure all staff are aware of guidance on accessible formats	- Guidance to staff on particular accessible information	Annually at Inset and ongoing.	SENCO	Staff provided with support to produce their own information
Languages other than English to be visible in school	- Other cultures & languages to be recognised in displays or signage	Ongoing	SENCO (who also oversees EAL provision)	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	- Access to translators, sign language interpreters to be considered and offered if possible	Implemented when need identified. Regular contact with school community allows for early identification of needs.	SENCO	Pupils and parents feel supported and included
Provide information on our website in simple language, symbols, large print for prospective pupils and parents who may be visually impaired and have difficulty with standard form of printed information	<ul style="list-style-type: none"> - Increase options available to disabled people using our website to access information, for example changing the background colour on pictures, ensuring that keys can be used as an alternative to using the mouse for navigation, able to increase the font size etc. - Ensure our website can be accessed by those with visual impairments - Investigate other forms of prospectus information 	Whilst policies are mostly reviewed annually our website is not yet friendly to those visually impaired	Office staff H&S Officer PACT Marketing & Communications	All can access information about our school

	- Ensure policies are kept updated and comply with most recent legislation (eg. Equal Opportunities etc).			
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REVIEWED BY LINDA SANDERS & LUPE SEDOUDIO JULY 2023 (TO BE REVIEWED ANNUALLY)