

OAKWOOD INFANT AND NURSERY SCHOOL ACCESSIBILITY PLAN 2024-2026

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality 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 Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed at least every 3 years or where operational needs dictate and approved by the Governing Body. The Oakwood Infant and Nursery Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010)
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
 - Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

At Oakwood Infant and Nursery School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Physical Environment

Oakwood Infant and Nursery School has a wheelchair friendly front entrance and has a double door into the school building with access to disabled toilet facilities. The main school building is partially open plan and built on a split level with steps down into the main hall and steps up to all classrooms; lift access is available into the main school building and handrails are available for all internal and external steps. One Reception classroom and the Nursery have single level access.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs. Quiet areas and calming zones are provided for children who need a space to support their emotional regulation.

Parking on the roadside is available close to the main entrances into the school and nursery; this includes parking for visitors with a disability.

Curriculum

Improving teaching and learning is at the heart of the school’s work. The school follows the National Curriculum and the Early Years Foundation Stage Curriculum. Through self-evaluation and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child’s needs within mixed ability inclusive classes. Additional adult support

and/or specific resources are used to enable pupils with additional needs to fully access the curriculum. It is a core value of the school that all pupils are enabled to participate fully in the broader life of the school, including participation in clubs and educational trips/visits. Where appropriate, external advice and guidance is sought for example: through the educational psychologist, speech and language therapists, occupational therapist, etc.

Information

Information about the school is generally in a written format. This can be provided in larger print if requested, or a member of staff will go through the information with a parent/carer on a one-to-one basis, personal texts will be sent to parents with hearing impairments rather than phone messages. Information can also be accessed on the school website. Interpreters will attend meetings/ events if required. The school has access to an additional on line learning platform where parents can be messaged directly.

Management, co-ordination and implementation

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Access Action Plan

	Enabling Access			
	Target and	Strategy	Outcome	Responsible person
Physical Access	To review regularly, and at least annually as part of the review of SIP, all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities	<p>To track progress against original audit information.</p> <p>To update the LA annually on progress and works carried out.</p> <p>Actions identified from Elite health and safety risk assessment</p>	<p>Full physical access to the curriculum.</p> <p>Regular review of premises.</p> <p>Accessibility Plan progress</p>	Site manager
	To ensure all furnishings, fixtures and fittings are appropriate to all users.	<p>To ensure DDA is implicit in all orders for equipment / furnishings / labelling etc.</p> <p>Annual inventory assessment</p>	Fully inclusive services delivered in a suitable environment.	School business manager
	To ensure school is aware of the access needs of children, parents/ carers and staff.	<p>To create access plans for individual disabled children/adults.</p> <p>To consult and work with the whole school community and specialist teaching services to gather the appropriate information</p> <p>Risk assessments to be completed to ensure accessibility.</p>	Individual plans in place for all disabled stakeholders. Use information gathered to plan adjustments	SLT analysis of need on entry to school
	To ensure that all disabled pupils can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plans for pupils when appropriate.</p> <p>Ensure designated staff are aware of their responsibilities.</p>	All disabled children can evacuate the building safely and quickly in an emergency. Staff are	SENCO as notified on entry to school

		Regular evacuation practices (known and unknown).	confident in evacuation strategies.	
	To ensure parents using wheelchairs are able to access all areas of school and school events.	<p>Ensure lift is maintained in good working order (Entrance through main reception area, lift required for entry to classrooms)</p> <p>Allow entry to concerts etc. before other parents to ensure there is enough room to manoeuvre wheelchairs and avoid congested areas.</p> <p>Where possible hold meetings in the staffroom (accessible without the use of the lift)</p>	Full access to school events and building	<p>Site manager</p> <p>Elite</p>
	Ensure clear signage and access for visually impaired stakeholders.	<p>Replace all light bulbs immediately when expired to ensure good lighting throughout building.</p> <p>Steps and signs are clearly demarcated.</p> <p>Obtain advice on appropriate styles and colours for signs where needed from appropriate external agencies</p>	Signage and access for visually impaired stakeholders is clear.	School business manager
	Target	Strategy	Outcome	Responsible person
	<p>To make staff aware of the Foundation Stage/Key Stage One curriculum Inclusion Statements i.e.</p> <ul style="list-style-type: none"> ❖ Setting personal learning targets ❖ Responding to all pupils' diverse learning needs ❖ Overcoming potential barriers to learning and assessment for individuals and groups of pupils 	<p>Implicit part of all school planning and development</p> <p>Lessons and activities address a variety of learning styles and are effectively differentiated.</p> <p>Children have opportunities to work individually and also cooperatively and collaboratively in pairs, groups and whole classes.</p> <p>ICT is used to support access to the curriculum.</p>	<p>Strategies to enable full curriculum access for pupils with a range of disabilities to be identified in all long term plans.</p> <p>Observations of lessons and learning walks and scrutiny of children's work confirm effective differentiation.</p>	Teachers

Curriculum Access	To ensure all staff use these to inform differentiated planning and provision across the school.	<p>Individual Target Plans are formulated and shared with parents and external agencies.</p> <p>School accesses appropriate equipment specific to individual needs, eg. grip pens, writing easels, magnifier domes.</p> <p>IEP and EHCP reviews</p> <p>Data analysis and discussions</p>	<p>All staff are aware of range of interventions available in school to meet needs of all pupils.</p> <p>Staff are aware of available support and interventions are indicated on individual target plans.</p> <p>All pupils are making at least good progress as confirmed by assessments and tracking data.</p>	
	To ensure all staff are aware of disabled pupil's curriculum access requirements, well-being and medical needs	<p>Specific staff training for teachers, teaching assistants and midday supervisors who support disabled pupils, eg. training in use of Makaton to support pupils with communication difficulties/ training in use of physical exercises by occupational therapists to support the moving and handling of individual pupils.</p>	<p>Staff know how they can effectively meet the needs of individual children with a diverse range of SEND.</p> <p>Staff trained and feel confident in supporting specific pupils.</p>	SENCO as and when required
	To ensure that all pupils with identified disabilities have an individual care plan/ medical plan/ target plan/risk assessment.	<p>Termly reviews completed involving parents and pupils (when appropriate)</p> <p>Updated plans shared with relevant staff.</p> <p>Progress monitored regularly.</p> <p>Plan-do-review cycle</p>	<p>Updated and shared understanding of individual needs.</p> <p>Progress tracked and monitored regularly.</p> <p>Children with SEND make at least good progress.</p>	Teachers

	To ensure that children with SEND are able to participate in all school trips and school activities.	<p>Advice taken from external agencies and parents.</p> <p>Staff trained to make reasonable adjustments to enable pupils to access all physical activities, enrichment opportunities and educational visits.</p> <p>Risk assessments undertaken for specific children.</p> <p>Additional support allocated if required.</p> <p>Elite risk assessments</p>	All children able to take part in school visits and enrichment activities Safely and confidently.	<p>School business manager as and when trips are planned</p> <p>Teachers responsible when trips involve the local environment</p>
	To include positive images of disability in assemblies and learning resources across the curriculum.	<p>Subject coordinators to ensure positive images of disability are included in purchase orders of new resources.</p> <p>Disability equality issues incorporated into PSHE planning.</p>	A range of resources are used widely to reflect positive images of disability.	Teachers as per orders
	Target	Strategy	Outcome	
Information Access	To provide information that is accessible and easily understood by all.	<p>School information is written in easily understood language.</p> <p>School staff assist parents to access information and to complete forms/documentation.</p> <p>School's website and on line learning platform is used to communicate information clearly to stakeholders.</p> <p>All staff to take care when writing letters and information to try and avoid jargon and complex language.</p> <p>Information may need to be produced in different formats, e.g. large print.</p> <p>School enquires whether parents require adaptation for events e.g. British Sign Language interpretation, personal text messages.</p>	<p>Stakeholders can access required Information.</p> <p>Communication with stakeholders is effective.</p> <p>Stakeholder satisfaction evaluated through questionnaires</p>	All staff across the school

