

Oatlands School



Accessibility Plan

Date of last review: Spring 2023

Date of next review: Spring 2026

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children.

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

Our school's vision is 'Living our Values, Learning for Life.'

We are an inclusive school and our values underpin everything we do at Oatlands School and provide a solid foundation for what we want for all of our children.

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

Our 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. For example we work closely with Surrey Local Authority and the agencies available to us through them. We also work closely with SAfE (Schools Alliance for Excellence) and local schools to identify best practice and seek to develop our own practice at our own school.

Our 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 staff and governors at 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 plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Oatlands School Accessibility Plan				
Access to the Curriculum				
Aims	Current good Practice	Action Required	Timeframe	Success Criteria
Increase access to the curriculum for pupils with a disability	Teachers are able to identify children who may have additional needs. Teachers are well trained to accommodate the needs of children with SEND.	Ensure staff continue to access training to support their understanding of the different SEND in the school. Subject leaders to ensure differentiation in their subject.	Ongoing	Staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. This is an ongoing process and needs and expertise will change over time.
Improve and maintain access to the physical environment	Classrooms are organised and appropriate equipment is provided	Ongoing review of the needs of all children to ensure we have the necessary resources	Ongoing	All pupils can access the learning environment and

	<p>to promote inclusion and independence of all pupils. We have:</p> <p>Writing slopes, desk dividers, pencil grips, a range of scissors, feet rests, caring cutlery, chairs and tables of different heights, move and sit cushions, ear defenders, chew toys, disabled toilet, lift shaft spaces, ramps, access to a Sensory Room and Therapy Room.</p> <p>Access to services such as PSSS, Occupational Therapy and Physiotherapy.</p> <p>Environment is/can be adapted to meet the needs of all pupils eg</p> <ul style="list-style-type: none"> • Disabled toilet • Ramps • Appropriate peg height 	<p>and to meet needs and environment is accessible.</p>		<p>curriculum.</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Access arrangements to meet individual needs when taking tests etc are applied for and support provided where required.</p>		<p>Ongoing - in time for Year 2 SATs if required.</p>	<p>All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.</p>
<p>Availability of written information in alternative formats</p>	<p>The school makes itself aware of the services available through the LEA for converting written information into alternative formats. We also use the services of translators through the Local Authority where necessary.</p>		<p>Ongoing</p>	<p>School able to deliver information to all pupils and parents with disabilities.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the curriculum committee.

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