

Accessibility plan

Oak Cottage Primary School



Last reviewed on: September 2024

Next review due by: July 2027

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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 pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

1.1 School Vision and Values

- Oak Cottage is a friendly, community school that endeavours to create an atmosphere in which all members of our school community, including those with disabilities, feel secure and valued as individuals who can achieve and experience success.
- We aim to be an inclusive school that sets suitable challenges, responds to individual needs and works to overcome potential barriers to learning. We recognise that this may involve adjustments to the physical environment and to the curriculum we offer to our pupils.
- We are proud of the rich diversity of our school community and it is this that is at the heart of our scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.
- Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.2 Communication

We have included a range of stakeholders in the development of this accessibility plan, including governors, the Inclusion Leader and the Head teacher.

The school supports any available partnerships to develop and implement the plan.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability/ SEND/ EHCP	<i>Our school offers a differentiated curriculum for all pupils.</i> <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i> <i>Curriculum is regularly reviewed to ensure it meets the needs of all pupils.</i> <i>Curriculum progress is tracked for all pupils, including those with a disability.</i> <i>Targets are set effectively and are appropriate for pupils with additional needs.</i> <i>The curriculum offer is based on interests and needs.</i> <i>We ask about any disability or health condition in early communications with new parents and previous settings through the nursery and reception enrolment process and in mid-year transfer</i>	To further strengthen support for pupils in mathematics. To broaden the curriculum resources to include examples of people with disabilities. To review interventions and adapt, giving alternatives to enable disabled pupils to participate successfully in lessons. Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. To foster an understanding of	Review opportunities for support, resources and interventions to support children with disabilities/ SEND/ EHCP to attain in line with their peers. Subject Leaders to review resources that support curriculum planning and delivery to reflect culture of inclusivity Pupil voice is sought termly about the inclusivity and accessibility of lessons and curriculum	Inclusion Leader and mathematics Subject Leader Subject leaders SLT	July 2025 July 2025 July 2025	Interventions and resources secure good progress for pupils with SEND Positive images and resources are evident in curriculum design and practice. Feedback is taken from children and suggestions acted on where possible.

	interviews. <i>When children have identified needs we aim for a member of SISS to attend to assess children's needs before they start in reception.</i>	inclusivity amongst children				
Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required.</i> <i>This includes:</i> • Ramps • Corridor width • Disabled parking bay • Disabled toilets • Laptops/IPads • Steps • Specialised seating • Sloping desks	To review access for pupils with differing needs as they join and progress through the school.	OT involvement during each year to ensure the physical environment is appropriate and make amendments to provision or site as advised. Pupil voice is sought termly about the inclusivity and accessibility of the school site.	Inclusion Leader SLT	Each term. Each term.	Adjustments made so that the pupils continue to fully access the school environment. Feedback is taken from children and suggestions acted on where possible.
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible.</i> <i>This includes:</i> • Internal signage • Large print resources • Pictorial or symbolic representations	To continue to focus on the use of coloured backgrounds, fonts etc. to support pupils with dyslexia. To ensure environment and displays create the most supportive environment for children with addition (e.g.: sensory) needs	Inclusion Leader to co-ordinate staff CPD.	Inclusion Leader	Across each year	Staff are equipped to adjust curriculum delivery and classroom environment to inclusively meet the individual requirements of their each class.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary e.g. new admission to school.

It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report and policy
- Supporting pupils with medical conditions policy
- Behaviour Policy

Appendix 1: Accessibility audit (Physical environment)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building but there are stairs from the hall to the KS 2 corridor.	None – LA consulted on the need for a lift. The school was advised that no action needed to be taken as there is access via the external doors/ramps.		
Corridor access	Corridors are sufficient for access in a wheelchair.	None		
Parking bays	One labelled bay is available near the school entrance.	Consider whether this space is wide enough to support entry and exit from a vehicle.	RM	July 2025
Entrances	Doors are sufficiently wide enough for wheel chair access.	None		
Ramps	Ramps available at the main entrance and external entrance to the Key Stage 2 library corridor.	None		
Toilets	One disabled toilet for shared use with male members of staff.	None		
Internal signage	Clear fire and exit signage.	Review annually and renew as appropriate.	RM	July 2025

Emergency escape routes	All classrooms have external doors. Step free egress from Year 6 classroom would be through Year 5 classroom.	None		
School grounds	School grounds are well-maintained and accessible.	None		