



ACCESSIBILITY PLAN - Oak Lodge School.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act in 2010.

DEFINITION OF DISABILITY

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 with regard to disability and developing a culture of inclusion, support and awareness throughout the School for pupils with a physical disability, hearing/sight impairment and learning impairment. The School recognises its duty in complying with all disability and equal opportunities legislation:

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and extracurricular activities
- Not to treat disabled students less favourably
- To take all reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage.
- To develop an accessibility plan

Oak Lodge School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Oak Lodge School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the School within a given timeframe. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits – it also covers the provision of specialist equipment, which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include 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.

Contextual Information Oak Lodge School is a building on multiple levels and narrow corridors. Not all doors are wide enough to accommodate wheelchairs. Our Art and science rooms have steps to the individual classrooms, there is no space for a ramp to allow for access to this space for wheelchair users. Wheelchair users are also unable to access our 1st floor classrooms. Our newer classrooms have disability access. There is a disabled parking bay in front of the school. There are also disabled toilets for disabled pupils.

ACCESS TO THE CURRICULUM At Oak Lodge teachers complete the assess, plan, do review cycle to ensure the correct level of adaptations and support / personalised teaching is provided for all of our D/deaf / SCLN and physical disability / MSI pupils to cater for their additional needs to ensure fair access to the curriculum;

- We increase access to the curriculum for all our pupils, particularly those with additional barriers to learning, expanding the curriculum as necessary to ensure that pupils are prepared for life; this covers teaching and learning and the wider curriculum of the school such as participation in, leisure and cultural activities or school's 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;
- Medical advice will directly inform the practice and decide what adaptations can be made for children with specific mental and/or physical impairments to ensure they have access to School.
- The SENDCo and the Lead for therapy will coordinate the support and advice from outside agencies to help inform the practice and provision in the school.
- Activities and school trips are available to all pupils.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- When appropriate, the teacher will communicate with parents of children with additional needs to ensure appropriate risk assessments are completed prior to School trips. Once complete, these will be checked and authorised by the DHT.
- The School is committed to putting in place appropriate provision to match the learning needs of all pupils with SEND status to enable them to access all levels of the curriculum.
- Teachers will ensure a positive relationship between the parents and carers of all children in their class. This is particularly prevalent for children with additional needs or SEND. Parents are encouraged to raise concerns with teachers in the first instance.
- All teachers are responsible for the teaching and provision of children with SEND.
- Any necessary support and provision identified at transition is implemented as soon as pupils join the School.
- Every child will have an annual review once a year.

- All the needs of pupils with SEND status are communicated to staff. When a child's special educational needs result in them not accessing the curriculum of their chronological age group the DHT / SENDCo will discuss with the parents to arrange an action plan / move to an appropriate class group.

ACCESS TO THE PHYSICAL ENVIRONMENT

Reasonable adjustments are made in the application of policies to ensure disabled students, parents and visitors to the School are not treated unfavourably;

On starting at Oak Lodge, the DHT and pupil Admin team will ensure they have gained sufficient information from the parents or the previous setting to ensure appropriate adaptations are made prior to a child with additional needs starting at the School.

- Some classrooms and specialist teaching areas are accessible to all pupils.
- Toilet provision throughout the School is adequate and there are sufficient accessible toilets in the foundation stage building and in each key stage area of the school.
- Safe routes via ramps exist on the site.
- A number of doors have been adapted to ease access.
- Emergency evacuation routes have been identified and procedures implemented.
- Where improvements can be made to aid the physical navigation around the site of the School for disabled pupils the School will endeavour to meet this recommendation.
- Pupils in the School who have an Education Health and Care Plan have their individual physical needs formally assessed on an annual basis.

WRITTEN INFORMATION

Oak Lodge School is committed to improving the delivery of information which is provided in writing to students, parents and visitors to the School;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include 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.
- Pupils who require the use of a laptop /iPad for writing will be able to use IT in their Public Examinations as an Access Arrangement if this becomes their 'normal way of working'
- Information is shared with parents (where appropriate) in both paper and electronic format. This includes, personalised plans, SEN in-year review meeting minutes and other information.

Please refer to the SEND policy and SEND information report and inclusion page for full information on how the School supports children with special and additional educational needs.