



The Oaks Community Primary Accessibility Plan

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years.

This plan will be reviewed every three years by the SENDCO and by the Governing Body.

Definitions of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.' SEND code of Practice 2014

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational

provision, they will also be covered by the SEN definition.' SEND code of Practice 2014.

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions and local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014).
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014).

The Accessibility Plan

All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans'.... 'setting out how they plan to

increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities and relates to the key aspects of physical environment, curriculum and written information.

Objective	Success criteria	Action	Timescale
To plan for adaptations to the environment to be made for any child with additional physical or sensory needs.	Children with identified needs are successfully integrated as a result of environmental adaptations where needed and as a result of targeted support and advice.	Liaise with feeder preschools to identify need prior to children starting at The Oaks. To liaise with OT, Physiotherapy and other agencies to make adaptations to the environment when needed.	Ongoing when necessary.
To ensure all pupils with a special educational need, disability or medical condition participate as fully as possible in the wider curriculum including trips, residential visits	Children in school who have a special educational need, disability or medical condition attend trips.	Individual risk assessments to be completed where necessary. Staff to be made aware of the needs of individual children. Emergency procedures to be planned for on	Ongoing

and extra-curricular provision.		trips, residential visits and extra-curricular activities.	
To establish and maintain close relationships with outside agencies for pupils with additional needs.	Good working relationships with clear collaboration. Regular meetings and provision reviews take place as necessary.	SENDCo to continue to develop and maintain relationships with outside agencies.	Ongoing
To ensure that appropriate staff are trained in de-escalation and Team Teach	Appropriate staff are identified and trained every three years.	SENDCo to audit current staff who are trained and identify staff who are appropriate to be trained along with the head teacher. Appropriate staff to undertake training if needed.	Spring Term
To ensure staff are trained to support children with medical needs such as asthma, and if necessary other conditions such as diabetes and epilepsy.	Annual training takes place for asthma and anaphylaxis.	Staff Inset	Annual
To ensure that all staff understand the SEND Code of Practice 2014 and train regularly to support children who have ASD, ADHD, Attachment and Dyslexia.	Staff complete training and follow advice for supporting children with additional needs.	SENDCo to share good practice for supporting children with dyslexia. All staff to complete online training for ASD.	Ongoing
Interventions to be regularly monitored and reviewed on Provision Map	Interventions are regularly reviewed. TAs are trained and confident in the delivery of interventions.	Pupil progress meetings take place termly. Learning walks conducted by subject leaders/ SLT and SENDCo.	Ongoing

	Outcomes are monitored by SLT. Parents are fully informed of the provision for their child and any progress made.		
Children who have EAL to be supported by small group intervention	Children with EAL are part of regular small group intervention. EAL children make good progress.	Class teams to identify intervention groups which will support AL learners. Outcomes to be monitored regularly.	Ongoing

Monitoring

It is the responsibility of the Head of School and Governing Body to monitor the effectiveness of this Accessibility policy by:

- Monitoring the progress of children with disability, comparing them with the progress made by able bodied children.
- Assess the impact of this plan through regular review of the action plan above.
- Provide training for staff in accessibility needs and raising awareness of disability discrimination.

CPOMS is used to detail any reported incidents of bullying, discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported to the necessary people and will be included in the Head teacher's report to governors. The Inclusion Governor also checks this document on at least an annual basis.

This policy should be read in conjunction with the following policies:

- Equal Opportunities Policy
- SEN Policy and information report
- Children in care policy
- Health & Safety Policy

- Teaching & Learning Policy

Policy date October 2022

Due for update September 2025 (but maybe updated more regularly if required)