



**Oak Tree
School**

Accessibility Plan

Policy Number	V6
Review Date	September 2022
Owner	Headteacher

Document History

Version	Comments/amendments	Name	Date
1.0	2014 Issue	Mike Deacy	Feb 2014
2.0	2016 Issue	Mike Deacy	Feb 2016
3.0	Updated school development plans including; purpose built classrooms, elevator, MUGA, play areas, gardens and vocational areas.	Mike Deacy	Jan 2018
4.0	No significant ammedments	Mike Deacy	Mar 2019
5.0	Significant improvements made to school site including new elevator for improved access and new acoustic linings to improve sound for children and staff with hearing impairments.	Mike Deacy	September 2020
6.0	No significant amendments	Dan Stockton	September 2021

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Headteacher of Oak Tree School is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Oak Tree School Mission Statement

Oak Tree School is committed to raising achievement and enabling pupils to recognise their potential and to support them through a personalised and engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

This mission statement embodies our work at Oak Tree School. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Oak Tree School.

Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities”. Physical or mental impairment includes sensory impairments and also hidden impairments. In the Disability Discrimination Act 1995 (DDA) ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Oak Tree School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- Oak Tree School data system is available for all staff
- Advanced planning for students based on good information from the Local Authority
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- High quality student passports and risk assessments
- Providing tiered intervention
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc.)
- Developing outstanding learning and teaching across the school
- Progress Reviews enables all students to discuss their learning
- Using 'P' Scales where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind- friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc
- Smaller teaching groups
- Development of mutual support and understanding between colleagues in working with pupils with disabilities
- Oak Tree School has achieved the Inclusive Dyslexia Friendly School Status
- New classrooms added with improved acoustics for children with hearing impairments (acoustic linings in all 5 new classrooms)
- New elevator in the new build improving accessibility for all service users.
- Develop of a multi-use games area to increase all students access to high quality

- sports facilities
- Increased parking spaces at the front and rear of the school

Priorities for 2020-23

- To continually assess and evaluate our curriculum to ensure it is accessible for students with disabilities
 - To develop an 'Autism Specialist' site with Teaching pods and appropriate grounds including a sensory den/area.
 - To develop our outside learning area to include easily accessible play areas for children of all ages and ability.
 - To encourage students to participate in student leadership opportunities
 - To ensure that students, staff and parents are consulted to ensure the development of the Accessibility Plan
 - Improve access to vocational areas for horticulture and animal care
 - To develop increased vocational learning areas including; DT, Art, Motor Mechanics, Hair & Beauty, Music, PE and IT.
2. Improve 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;

Physical Access – The Current Position

The school was constructed in 2004 in accordance with The Disability Discrimination Act 1995 and Part M of the Building Regulations at that date. In change of use from B1 Commercial Office to D1 Non Residential Institutional School use there have been no material changes to the building that remove any of the considerations applied at that date.

In summary the school property meets the following material requirements;

- Level car park with designated disabled space
- Level access from car park to entrance
- Intercom access at front entrance
- Level internal circulation space
- All clear door widths suitable for wheel-chair access
- Part M compliant toilet facilities on upper and lower ground floors
- All internal areas brightly lit
- Contrasting stair nosings and hand rails
- Elevator installed providing wheel chair access to upper and lower ground floors
- All areas of the school (interior and exterior) are wheel chair accessible

Priorities for 2020-23

The forward plan will be developed in response to pupils, staff and other stakeholder's needs. The criteria for adapting existing or providing alternative arrangements will be assessed against individual's specific needs. This may include but not be limited to;

- Personal Emergency Evacuation Plans
- Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet

- individuals needs
 - Provision of adapted and/or alternative work equipment and tools to meet individuals needs
3. Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Written information -The Current Position

- Visual timetables are produced for students if necessary
- Class work is carefully differentiated to insure it is in line with student ability
- The Accessibility Plan is placed on the website
- Private rooms are available for Parents Evenings when required
- Newsletters to be completed weekly in a suitable format

Priorities for 2018-22

- To insure that classrooms and resources are 'ASC friendly'

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, Strategies and documents:

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- School Promoting Positive Behaviour Policy
- School Improvement Plan
- School Prospectus

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The School Prospectus will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Health and Safety Committee.