



# **Oakgrove School**

## **Disability and Accessibility Development Plan**

**OAKGROVE SCHOOL**  
**Disability and Accessibility Development Plan**

**ADOPTION AND AMENDMENTS TO DISABILITY & ACCESSIBILITY POLICY**

Written November 2015

<b>Section</b>	<b>Governors Meeting or Committee</b>	<b>Page and Year of Minute</b>
Whole Document	FGB March 2016	FGB – Page 119, March 2016
Whole Document	LGB February 2017	LGB – Page 5, February 2017
Whole Document	LGB February 2018	LGB – Page 9, February 2018
Whole Document	LGB February 2019	LGB – Page 9, February 2019
Whole Document	LGB February 2020	LGB- Page 5, February 2020
Whole Document	LGB February 2021	LGB – Page 4, February 2021
	Next review: 2021/2022	

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Oakgrove School strives to ensure that our culture and ethos are such that, whatever the abilities and needs of our school community, everyone is equally valued and treats one another with respect. Students are provided with the opportunity to, understand, experience and value diversity.

The School takes its duty under the Equality Act 2010 seriously.

Oakgrove School's accessibility plans aim to:

- 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.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. 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 aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school. Oakgrove School recognise the need to provide adequate resources for implementing plans and will regularly review them.
- Improve awareness of Equality and Inclusion for all stakeholders

The opinions of students with disabilities and those of their parents/carers and staff have been sought in developing this Accessibility Plan.

### Notes

The definition of disability contained within the Equality Act 2010 is a wide one. A disabled person is someone who has a "Physical or mental impairment that has adverse, substantial and long term effect on their ability to carry out normal day to day activities".

Please see the Equality Act 2010 for the definitions of disability<sup>1</sup>.

If a person has been disabled in the past, they are still covered by the legislation for the rest of their life.

The 4 strands of Oakgrove School's Accessibility Plan are outlined below:

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<sup>1</sup> <http://www.legislation.gov.uk/ukpga/2010/15/contents>

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**Improved Awareness of Equality and Inclusion**

Target	Strategy	Outcome	Timeframe
Our adherence to the Equality Duty to be continued to be reported annually to full governors	Clerk to the Governors to include 'equality report' as an annual agenda item.	Adherence to legislation	Ongoing
Introduction of new SEND Code of Practice	Staff Inset, focus on SEND during learning walks and lesson observations.	Staff to be fully aware of the needs of students and to be adapting, differentiating lessons to these needs.	Achieved September 2020
Assessment and Review of the SEND Code of Practice	Learning walks with T&L team, LA lesson observations, Staff Insets on QFT, EHCPs and differentiation	Areas of good practise to be identified and shared with the SEN Department, Support/training offered to any staff identified as needing it and improved outcomes for the SEN students.	Observations and Learning walks occur termly - Ongoing.
Incorporate Equality and Diversity with DSL Team	To highlight and provide support/guidance on equality and inclusion issues in school for staff and students	Regular DSL meetings to evaluate equality and inclusion. Appropriate signposting for support or external agencies to be provided.	Target met - September 2020: there is now a wider range of staff trained as part of the DSL team
Whole staff, Governors and Key pastoral staff to be trained in mental health awareness and support strategies	Whole staff training to be delivered annually. This information should then be disseminated to the Local Governing Body and the rest of the pastoral team to improve support in school and signposting.  Staff mental Health surveyed as part of online staff questionnaire and	Improved knowledge and awareness with staff of mental health issues and strategies to support young people. Staff support offered via SLT or departments during the COVID-19 restrictions with telephone or online meeting options. Or signposted to external support networks if necessary.	Ongoing  Safeguarding training in Nov 2020 for all staff and governors which focused on Mental Health and wellbeing in Young People.  Health and safety course for safe working from home completed by all staff Jan 2021.

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	<p>guidance offered for those in need.</p> <p>AHOY has been completing an online Level 2 in counselling for additional support for students within the pastoral team. Bereavement support training is also being completed by AHOY and disseminated to pastoral team.</p> <p>Members of the LA team have completed online training courses on Anxiety and Depression in Young People.</p>	<p>Additional support for students and sharing of best practise for staff who may have experienced a bereavement.</p>	<p>LA Team completed Anxiety and Depression Course in May 2020.</p>
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**Improve access to the physical environment of school. This covers improvements to the physical environment of the school and physical aids to access education.**

Target	Strategy	Outcome	Timeframe
<p>Continue to ensure that students and staff are not disadvantaged by being unable to access parts of the site.</p> <p>Ensure that students have the appropriate resources in order to fully access the curriculum.</p> <p>Ensure that all students and parents are not disadvantaged by lack of IT facilities or problems accessing</p>	<p>Specialist teaching rooms and key admin staff 'preserved' in accessible locations in any future reorganisation. Fixed paragraph in communication home regarding parental information evenings / open days about alerting us to any access requirements so that these can be accommodated.</p> <p>An accessibility audit and an online IT accessibility audit (for COVID-19</p>	<p>Ensuring all are able to access full curriculum and parents fully able to engage with school.</p> <p>Due to the COVID-19 restrictions parents/carers of any students with EHCPs have been offered a place in the school's key worker club. Any students without sufficient access to IT equipment have been loaned equipment by the school's IT department to allow access to lessons.</p>	<p>Ongoing.</p> <p>Due to the COVID-19 restrictions, all lessons, open evenings and parents evenings have currently moved online. This will be reviewed in March 2021 in line with the government guidance.</p>

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online events and resources during the COVID-19 pandemic.	restrictions) is carried out regularly by SLT and members of the school community.	Parents/carers who require support accessing the online platforms have been offered alternative options to allow them to safely and fully participate with the parents evenings or open evenings.	
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**Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure students with a disability are as equally prepared for life**

Target	Strategy	Outcome	Timeframe
Continue training for teachers and support staff on different aspects of SEND including differentiation when required as part of the new SEND code of practice.	Support through staff INSET, lesson observation and performance management cycle.  Use of flexible groupings in class, 'buddying' or 'mentoring' arrangements.	Work differentiated according to student need. Greater involvement of disabled students in the 'full life' of the school ( e.g. clubs, sporting events, visits)	Ongoing.
Ongoing scrutiny of performance of groups of students (including those with SEND) to ensure the curriculum is enabling them to make the same progress as students without SEND.	Focussed learning walks on SEND students. Book scrutiny of SEND students across school. Lesson observations focussed on SEND students. Use of expertise from outside agencies.	All groups of students make similar progress.  Greater satisfaction for the disabled students and parents.	Ongoing.  All EHCP students have been offered a place at key worker club during the school closure. This will be reviewed in March 2021 inline with the government guidance.  Training was completed by all staff in September 2020 and subsequent training and support is now being offered online/via virtual meetings due to the COVID-19 restrictions.

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Continue to apply for access arrangements for external exams as appropriate.	SENDCo / Deputy SENCo / Exams Manager will ensure that appropriate access arrangements are provided for students in lessons and applied for in internal exams.	All students will have their individual needs met and any barriers to achieving their full potential will be removed.	Ongoing.
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**Improve the delivery of written information to students, staff, parents and visitors with disabilities.**

Target	Strategy	Outcome	Timeframe
All teachers to use appropriate materials in lessons which enable those with disabilities to fully access the curriculum e.g. enlarged texts, alpha smarts, laptops which can be used in lessons.	Staff training in improving accessibility of learning materials.  Staff are also being offered training with online platforms to support students of all abilities and backgrounds with the new online learning set-up. Reviews of this are ongoing via the T&L team and sharing of good/best practise is also happening via training sessions and shared documents.	Barriers to learning associated with the delivery of written information are removed. Some students using ICT to record notes.  Staff will be supported and trained to allow them to support students of all abilities during the COVID-19 restrictions and school closure. This should prevent any groups of students from being disadvantaged and their learning needs not met (e.g. differentiation of online tasks and material).	Ongoing  Review of online set-up and areas for development inline with the government guidance to be reviewed in March 2021.
The school website will be checked and updated termly to include the most relevant support strategies and external agencies to signpost parents/carers/staff or students to.	Add detail of provisions and signposting for disability and equality issues in both school and the community.	Improved communication and understanding of the school's provisions as well as support for students/parents/carers/staff outside of school with disability concerns. Greater community cohesion with local and national support groups signposted.	Ongoing  February 2021 - updates to website of Mental Health support and signposting (with COVID-19 adapted

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			advice/support) has been shared with all students/parents via the school website.
Oakgrove School will renew its Equality Award and achieve the new grading of a Silver level of award.	SLT and members of the school community will work with the Equalities Award team to provide evidence of the school's commitment to Equality.	Oakgrove School will be awarded the Silver Level of the Equality's award.	18 months to complete - due May 2022.

This Plan should be read in conjunction with all other relevant policies, in particular, Equal Opportunities, Single Equality, Teaching and Learning, Assessment, Recording & Reporting and Admissions.

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February 2021