



Oakgrove School

Disability and Accessibility Development Plan

OAKGROVE SCHOOL
Disability and Accessibility Development Plan

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 disability¹.

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:

Improved Awareness of Equality and Inclusion

| Target | Strategy | Outcome | Timeframe |
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| 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 |

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

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| Assessment and Review of updated SEND Code of Practice | Regular 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. | Ongoing |
| 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 practice 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. |
| Assessment and Review of the Equality and Diversity with DSL Team | To review impact 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. | September 2020: there is 20 Staff trained as part of the DSL team. Weekly welfare meetings with the DSL team. Termly meetings and analysis of staff feedback from surveys and training. |
| 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 an online staff questionnaire and guidance offered for those in need. | 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. LA Team completed Anxiety and |

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| | <p>A Year 10 Tutor has completed an online Level 2 in counselling for additional support for students within the pastoral team. They are now working on the Level 4 qualification which will further support staff.</p> <p>Bereavement support training has been 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>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 |
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| <p>Incase of any restrictive measures being put into place.</p> <p>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>Specialist teaching rooms and key admin staff 'preserved' in accessible locations in any future reorganisation.</p> <p>Fixed paragraph in communication home regarding parental information evenings / open days about alerting us to any access</p> | <p>Ensuring all are able to access full curriculum and parents fully able to engage with school.</p> <p>During any COVID-19 restrictions parents/carers of any students with EHCPs have been offered a place in the school's key worker club.</p> | <p>Ongoing.</p> <p>Due to the COVID-19 restrictions, open evenings and parents' evenings have currently moved online.</p> <p>This will be reviewed in line with the government guidance and updated when necessary.</p> |

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| <p>Ensure that all students and parents are not disadvantaged by lack of IT facilities or problems accessing online events and resources during the COVID-19 pandemic and any future school closures</p> | <p>requirements so that these can be accommodated.</p> <p>An accessibility audit and an online IT accessibility audit (for COVID-19 restrictions) is carried out regularly by SLT and members of the school community.</p> <p>This can be re-evaluated if we are placed in another Lockdown or need for remote learning.</p> | <p>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>Parents/carers who require support accessing the online platforms have been offered alternative options to allow them to safely and fully participate with the parent's evenings or open evenings.</p> | |
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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 |
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| <p>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.</p> | <p>Support through staff INSET, lesson observation and performance management cycle.</p> <p>Use of flexible groupings in class, 'buddying' or 'mentoring' arrangements.</p> | <p>Work differentiated according to student need.</p> <p>Greater involvement of disabled students in the 'full life' of the school (e.g. clubs, sporting events, visits)</p> | <p>Ongoing.</p> |
| <p>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.</p> | <p>Focussed learning walks on SEND students.</p> <p>Book scrutiny of SEND students across school. Lesson observations focussed on SEND students.</p> | <p>All groups of students make similar progress.</p> <p>Greater satisfaction for the disabled students and parents.</p> | <p>Ongoing.</p> <p>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 current restrictions.</p> |

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| | Use of expertise from outside agencies. | | |
| 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. |

Improve the delivery of written information to students, staff, parents and visitors with disabilities.

| Target | Strategy | Outcome | Timeframe |
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| 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. | <p>Staff training in improving accessibility of learning materials.</p> <p>Staff are also offered training with online platforms to support students of all abilities and backgrounds with any extended learning activities in the future.</p> <p>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.</p> | <p>Barriers to learning associated with the delivery of written information are removed.</p> <p>Some students using ICT to record notes.</p> <p>Staff will be supported and trained to allow them to support students of all abilities during any further COVID-19 restrictions and possible part school closure.</p> <p>This should prevent any groups of students from being disadvantaged and their learning needs not met (e.g. differentiation of online tasks and material).</p> | Ongoing |
| The school website will be checked and updated termly to include the most relevant support | Add detail of provisions and signposting for disability and equality issues in | Improved communication and understanding of the school's provisions as well as support for students/parents/carers/staff | Ongoing February 2021 - updates to website of |

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| strategies and external agencies to signpost parents/carers/staff or students to. | both school and the community. | outside of school with disability concerns. Greater community cohesion with local and national support groups signposted. | Mental Health support and signposting (with COVID-19 adapted advice/support) has been shared with all students/parents via the school website. |
| Ongoing assessment and review of Equality Award focus. Continued training for teachers and support staff on different aspects of Equality across the school. | SLT and members of the school community will work with the Equalities Award team to further develop and provide evidence of the school's commitment to Equality. | Improved communication and understanding of the school's focus for Equality. This should prevent any groups of students/staff from being disadvantaged. | Silver award Achieved October 2022 Developing ideas and strategies for Gold Award in 2024 Training has been completed by all staff on Equalities and Diversity October 2021 |

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.

Oakgrove School
February 2022