



# Oakgrove School

## Disability & Accessibility Development Plan

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

**ADOPTION AND AMENDMENTS TO DISABILITY & ACCESSIBILITY DEVELOPMENT PLAN**

Written November 2015

| <b>Section</b> | <b>Governors Meeting or Committee</b> |
|----------------|---------------------------------------|
| Whole Document | FGB March 2016                        |
| Whole Document | LGB February 2017                     |
| Whole Document | LGB February 2018                     |
| Whole Document | LGB February 2019                     |
| Whole Document | LGB February 2020                     |
| Whole Document | LGB February 2021                     |
| Whole Document | LGB 24 <sup>th</sup> February 2022    |
| Whole Document | LGB 22 <sup>nd</sup> June 2023        |
|                | Next review: 2023/2024                |
|                |                                       |
|                |                                       |

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**Disability and Accessibility Development Plan**

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### **1. Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and welcomes feedback in the event you have any concerns relating to accessibility in school.

### **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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### **3. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the local governing board.

### **4. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

Oakgrove School

June 2023

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**Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM  | CURRENT GOOD PRACTICE   | OBJECTIVES   | ACTIONS TO BE TAKEN   | PERSON RESPONSIBLE      | DATE TO COMPLETE ACTIONS BY |
|--|---|--|---|-------------------------|-----------------------------|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul> | Ensure curriculum is differentiated at appropriate levels for all students | Review curriculum needs for students on a termly basis - and in line with EHCP reviews for students | LCR/SH/SLs              | Ongoing                     |
|  |   |  | Monitor inclusiveness of curriculum as SOW are updated  | SLs and KS Coordinators | Ongoing                     |
|  |   |  | Additional targets set for students who require additional support                                  | Tutors/ LAs             | Ongoing                     |
|  |   |  | Reviewed in line with the curriculum policy   | NIM/Governors           | Annual review               |

| AIM   | CURRENT GOOD PRACTICE   | OBJECTIVES  | ACTIONS TO BE TAKEN  | PERSON RESPONSIBLE   | DATE TO COMPLETE ACTIONS BY |
|---|---|---|--|--|-----------------------------|
| Improve and maintain access to the physical environment         | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Elevators</li> <li>● Corridor width</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities</li> <li>● All doors have level entrances</li> <li>● Library shelves at wheelchair-accessible height</li> </ul> | All pupils can access the school environment                        | <p>Yearly audit to be carried out to assess site access and provision - remedial actions taken following audit</p> <p>Exam access arrangements</p> <p>SATs access arrangements</p> | <p>Site Manager</p> <p>Exams team</p> <p>SH/RMS</p>                                      | Annual review               |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Large print resources</li> <li>● Braille (when needed)</li> <li>● Induction loops</li> <li>● Pictorial or symbolic representations</li> </ul>  | Ensure all pupils can receive communications in an effective manner | <p>EHCP Reviews</p> <p>SEN provision maps</p> <p>SATs access arrangements</p> <p>Exam access arrangements</p>  | <p>LCR/SH/LAs/SAL</p> <p>T/Access arrangements assessor/External agencies</p> <p>RMS</p> | Ongoing                     |