

Oakwood Junior School

Accessibility Plan

June 2026 -2028

'Every child is a learner and can achieve'.



We as a school consider our equality duties under the Equality act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

Our SEND policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

Written by:	Mrs Atwal
Date Approved:	June 2026
Date of Review:	June 2028
Version:	2

Vision Statement

Legal Background

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Oakwood Junior School, the Plan will form part of the Welfare Committee’s role and will include the School Development Plan and Asset Management Pan. It is monitored by the Headteacher and evaluated by the relevant Governors’ committees. The current plans will be appended to this document. Our Accessibility Plan also complies with the Special Educational Needs and Disabilities Regulations 2014 to provide guidance about making the Oakwood curriculum accessible for children with SEND.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Aims

The intention of this Accessibility is to provide a projected plan for a three year period ahead of the next review date.

- The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- We are committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 developing a culture of inclusion, support and awareness within the school.
- This Accessibility Plan shows how access is to be improved for pupils, staff and visitors with SEND within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010);
 - Improve and maintain 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;
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
 - The 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.

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

- Behaviour Policy
- Curriculum Policies
- Equality Scheme
- School Development Plan
- SEND Policy
- Local Offer
- Safeguarding Policy
- SEND Information Report

This plan itself is used to advise and inform school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we ask parents and carers to update their child's records at least every year or when changes occur. At the beginning of each academic year (or for a new starter to the school for a child with SEND), we create a pupil profile which provides information about children with SEND, identifying the strengths and areas that they need support with.

Physical Environment

Oakwood Junior School can be a difficult site to navigate as it is a large building with lots of entrances and exits. We have ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely. Where there is no ramp available, we have provided handrails so that the school can become more accessible. The Year 3, 4, 5, and 6 corridors and the school hall have large modern doors that can be opened up to allow access for a wheelchair user. The buildings are on one level and do not cause any particular difficulties. There is one disabled people's toilets located in the school. It has a hand rail, emergency pull cord and easy use taps. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

Where a child has needed support due to a disability, the school make every arrangement possible to ensure that they have access across the school site. In some cases, a risk assessment may be carried out and shared with the child and their parents where they can also have an input in finalising. The child with a disability may also have support from an adult so that they can access the school site safely, especially when using outdoor steps.

Where a parent (with child), visitor or staff needs access to the school via the carpark, arrangements can be made so that the disabled parking space can be reserved which is close to the building entrance to improve accessibility.

Curriculum

Following the National Curriculum, teachers set high expectations for every pupil and plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers are responsive in identifying pupils' needs and overcoming potential barriers. We adhere to the SEND Code of Practice 0-25 (2015) with a focus on delivering High Quality Teaching in lessons. Pupil and parent voice has been used to support our practice. Some areas of the curriculum may present particular challenges, for example: P.E. for pupils with a physical impairment. However, adjustments are made to the equipment, resources, topic vocabulary, support given, work required and physical environment to ensure that children can have access. To support children with a disability in P.E., further advice and guidance may be sought from outside professionals including occupational

health or medical consultants familiar with the child. Furthermore, staff may also seek guidance from the Derby Community Sports Partnership who can provide suggestions and provide sports events to make sport more inclusive for children with disabilities.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. When necessary other formats of communication can be sourced e.g. Braille, large print, Widgeo, languages other than English (translators or Google Translate as necessary).

Access Audit

At present, our on-site car parking for staff and visitor has one dedicated disabled parking bay. There is one disabled toilet facility within the school. The school has internal emergency signage; escape routes and fire exits are clearly marked.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with Odyssey Collaborative Trust, Local Authority, parents/carers and pupils.

Oakwood Junior School has close working relationships with its feeder schools and transfer schools with thorough transition arrangements in the summer term before starting at school. These may include multi-agency meetings with parents and professionals involved in supporting the pupils.

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with SEND working alongside other professionals. The SEND Lead and Headteacher manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate. We have strong systems in place to ensure that we meet the needs of all of our pupils including Provision Mapping, which identifies children and interventions. These are produced and reviewed termly alongside whole school tracking systems. All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective.

The school also works closely with specialist services including:

- StePS
- Sensory support for pupils with visual or hearing needs
- Speech and Language Therapy
- Family Intervention Workers supporting Early Help
- Behaviour Consultant
- Educational Psychologist
- Occupational therapy
- Counselling Service
- Community Paediatrician
- School Nurse
- Family Support Services – COMPASS

Please refer to the Local Offer and SEND School Information report for further information about the facilities and support currently on offer at the school, which can be found on the school website's SEND page.

Review and Implementation

The Accessibility Policy is reviewed annually by the SEND team and Governors. In addition, the Accessibility Plan will be reviewed two yearly by all relevant parties.

Accessibility Plan

Increase access to the curriculum for pupils with a disability				
Target	Strategies	Who's Responsible	Time Frame	Success Criteria
Increasing the confidence of all staff in differentiating the curriculum and provision they provide in the classroom	Be aware of staff training needs on curriculum access Source CPD for differentiation and recording methods.	SENCO and T&L team.	Termly staff meetings	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure all staff are aware of children with a disabilities curriculum access and needs	Set up a system of individual access/support plans for disabled pupils when required Information sharing with all agencies involved with child	SENCO	Termly reviews with parents and teachers	All staff aware of individuals needs and crate a plan to which enhances the learning of individuals
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	PE coordinator	Termly Curriculum plans show consideration to all children's needs	All to have access to PE and be able to excel
Use ICT devices and software/apps to support learning	Make sure software/APPs installed where needed	SENCO to liaise with IT Technician	Reviewed termly or when a child's circumstances change	Wider use of SEN resources in classrooms
Ensure that parents/carers with hearing impairments have access to an interpreter for events at school	Contact interpreters in good time to ensure availability	Admin	As required – parents evenings, shows, assemblies	Equality of access is readily available

Improve and maintain access to the physical environment				
Target	Strategies	Who's Responsible	Time Frame	Success Criteria
Increase awareness of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Support Be aware of staff, governors and parents, who have access needs and meet as appropriate	SENCO H/T	Induction and ongoing if required Annually Recruitment process Review termly for changes	Support plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities
Ensure layout of school allows access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	Head Governors Site manager School Surveyor	Redecoration of areas on the 3 year management plan	Re-designed buildings are usable by all
Keep pathways and access points well maintained for easy access	Carry out regular site surveys to identify maintenance requirements	Head Governors Site manager School Surveyor	This is checked on a daily basis by all staff	All access points and walkways are accessible

Improving access to the physical environment of the school

Oakwood Junior School continues to develop. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of resources available for day-to-day use. We keep resource provision under constant review. The School Improvement Planning process is the vehicle for considering such needs on an annual basis.

Improve the delivery of written information to pupils and parents				
Target	Strategies	Who's Responsible	Time Frame	Success Criteria
Ensure all disabled pupils can be safely evacuated and the plan is easily understandable for the child and parent/carers	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils as required Ensure all staff are aware of their responsibilities	SENCO SENCO	Each September plans are renewed but also on a need basis due to injury or changes to a child's health	All disabled pupils and staff working alongside are safe in the event of a fire
Improve the delivery of information in writing in an appropriate format e.g. email and text communication for parents with hearing impairments	Provide suitably enlarged, clear print for pupils/adults with a visual impairment and use electronic communication systems	Office	As required	Excellent communication for all stakeholders in school
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all documentation is accessible via the school website can be accessed by the visually impaired.	Office Website team	Review termly and update when needed	