

# Oakwood Junior School

## Accessibility Plan

***'Every child is a learner and can achieve'.***



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Approved by:	LGB
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***'Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.'***

(Education Observed D.E.S)

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

This 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.

Oakwood Junior School  
Accessibility Plan  
April 2023

### **Justification**

The Equality Act defines a disabled person as someone who has: *'a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.'*

At Oakwood Junior School our 'mission' is to be a caring school where respect is important and all children are treated equally, feel happy and safe, are encouraged and supported to pursue personal excellence and are taught to meet success with modesty, make mistakes in safety and learn positive lessons from both.

We are committed to an inclusive curriculum and increasing access to the school's facilities for all by:

Increasing the extent to which disabled pupils can participate in the school's curriculum;

Making improvements to the physical environment of the school to increase access to education and associated services;

Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

### **Audit of existing achievements and provision**

#### 1. Curriculum

The school ensures there is:

Established procedures for the identification and support of pupils with Special Educational Needs and Disabilities.

Information gathered on pupils due to start school to allow advanced planning - this includes pupils due to start in Year 3 and those transferring from other schools

Regular home-school liaison with the school SENCo to set and review individualised plans and provision and to complete any relevant forms/assessments pertaining to their child's needs

Detailed pupil information given to all relevant staff

Curriculum differentiated by task, level of support and outcome.

Strong links with external agencies, e.g. physical, sensory, learning and behaviour

Specialist equipment available to support specific needs, including specialist chairs, Rifton toilet seat, height-adjustable changing bench, scissors, cutlery, angled boards for writing, pencil grips and SEN laptop

#### 2. Physical Environment

The school building is all on one level to facilitate wheelchair access

Disabled parking space in the car park

Disabled toilet and shower

Audible fire alarm

### 3. Information

Use of bi-lingual assistants to give oral translations of letters and conversations

One to one explanations with pupils and parents

#### **Publicise the Accessibility Plan**

Ensure the full plan is available on request and in a variety of formats e.g. large print and electronic.

#### **Implementation**

Implement the plan by allocating adequate resources in the financial plan.

#### **Review of the Accessibility Plan**

The plan will be evaluated and revised annually by the SENCo, Head teacher, staff and the Local Governing Board.