The Oaks Primary School
Bringing Learning to Life

Accessibility Plan

Introduction

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

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

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.

Aim

To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for all pupils, and prospective pupils, with a disability.

Principles

- Compliance with the Equality Act 2010 is consistent with The Oaks Primary School's aims and policies.
- The Oaks Primary School recognises its duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the Equality Act (2010)
- The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the child's and parents' rights to confidentiality
- The school provides **all pupils** with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. The school endorses the key principles of the National Curriculum 2014 framework, which underpin the development of an inclusive curriculum:
  - Setting suitable learning challenges
  - Responding to pupils diverse learning needs
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local

NHS Trusts to ensure that learning is adaptive and ensures all children regardless of need or disability are able to access the school curriculum.

b) Physical environment

The school has an accessible toilet, a stair lift and an acoustic sound system to support children with hearing impairments. The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision and delivery of information

The school will ensure that pupils with disabilities are able to receive information that is readily accessible to pupils without disabilities through adaptive approaches. It will also make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

SENCo – A Shaw
SEND Governor – Jennifer Convey

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- school development plan
- SEND policy and SEND Information Report
- Curriculum policies.

Mrs F Trainor
Headteacher

September 2024