



Accessibility Policy & Plan

Accessibility Policy & Plan

1 Introduction

- 1.1 This Accessibility Policy & Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.
- 1.2 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”.
- 1.3 According to the Equality Act 2010 a person has a disability if:
 - he or she has a physical or mental impairment, and
 - the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 1.4 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.

2 Context

- 2.1 Oakfield School is a co-educational school for both day and residential pupils who have social, emotional, and mental health difficulties. The school is a mixed gender school for pupils between the ages of 11 and 16 years who have an Education Health Care Plan for special educational needs. The school can accommodate a maximum of 110 pupils and has residential facilities that can accommodate up to 34 pupils.
- 2.2 At Oakfield, we believe it is every pupil’s right to expect excellent teaching of an enriched and engaging curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life. We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective.
- 2.3 We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning. All our pupils will be treated fairly and with respect. We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.

- 2.4 The Accessibility Plan shares objectives with the Oakfield School Single Equality Scheme and Oakfield School Special Educational Needs Policy and should be read in conjunction with these two documents.
- 2.5 We aim to:
- ensure that students with special educational needs and disabilities are able to join in with all the activities of the school;
 - ensure that all learners make the best possible progress; and
 - ensure that parents are informed of their child's special needs and progress and that there is effective communication between parents and school.
- 2.6 The Accessibility Plan contains relevant and timely actions to:
- increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school activities, rewards, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - 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; and
 - 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.
- 2.7 The Accessibility Plan is related to the key aspects of physical environment, curriculum and written information.
- 2.8 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.

- 2.9 The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 2.10 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 2.11 The Accessibility Policy & Plan will be published on the school website.
- 2.12 The Accessibility Policy & Plan will be monitored by the Governors.
- 2.13 The Accessibility Policy & Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- 2.14 It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Appendix 2 is a set of action plans showing how the school will address the priorities identified in the plan.
- 2.15 The priorities for the policy and plan for our school were identified by:
- Governing Body
 - Headteacher
 - SENDCo
 - School Business Manager
 - Site Manager (Robertson Facilities Management)
- 2.16 A plan of the school building showing areas of accessibility is shown Appendix 1.

Appendix 1

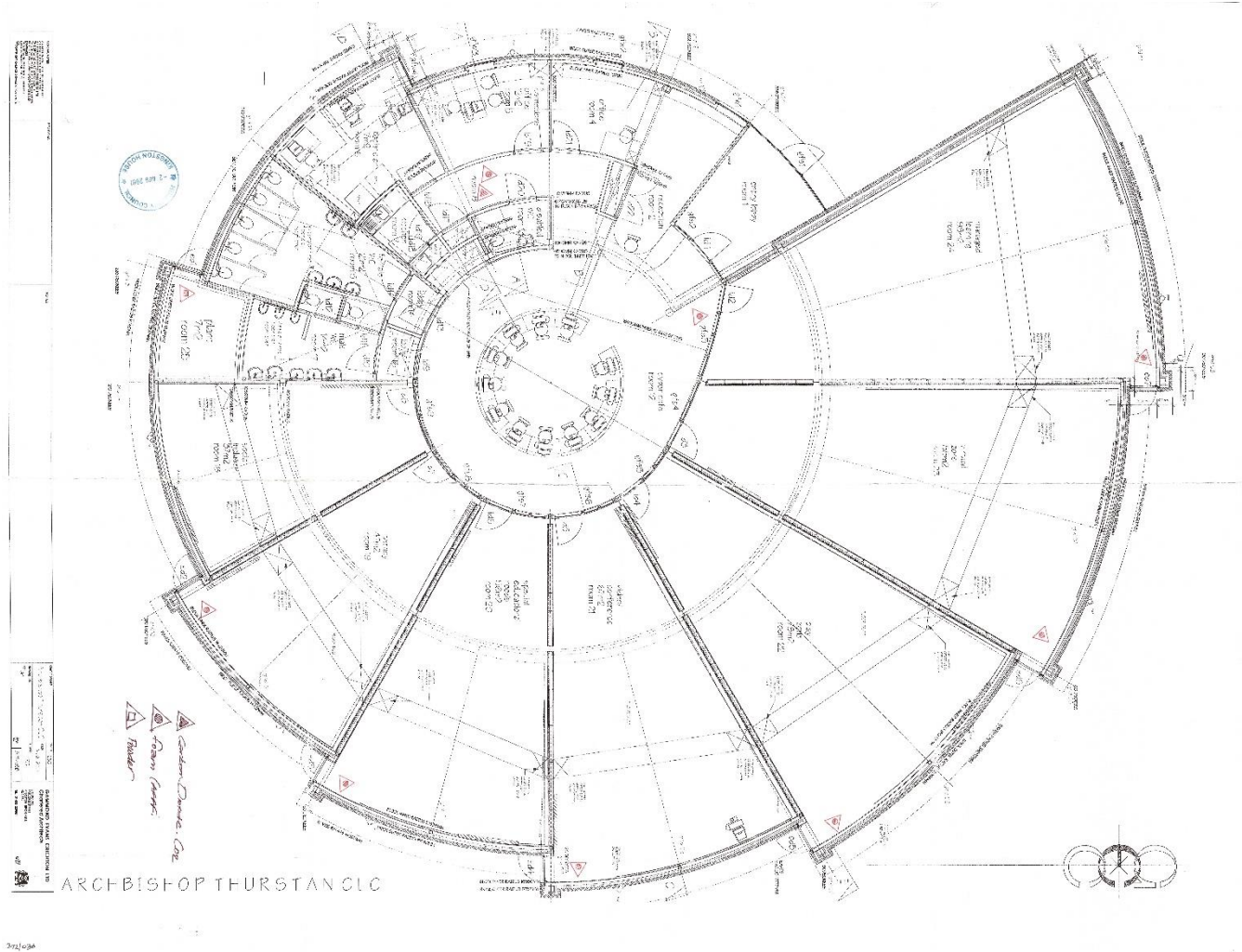


Internal Fire Doors, no not cross.



Exit Paths

The Rowan Building



Appendix 2

Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							RFM	School
1	Corridor	Keep corridors clear from obstructions.	Immediate and Ongoing	High	None	Ongoing		√
2	Improve evacuation routes to muster point.	Evacuation Zones diagram added to the Fire policy, and further staff training on evacuation and clearing paths. Improved signage for evacuation routes in corridors.	Ongoing	High	None	January 2018	√	√
3	Changing and Shower facilities	Changing spaces of the ground first and second floors be cleared of any obstructions.	Ongoing	Moderate	None	Ongoing and Monitored	√	√

Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							RFM	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High	SLT release costs	Ongoing and Monitored		√
2	Interventions	Head of Curriculum and SENDCo to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Ongoing	Moderate	Resourcing costs of identified areas to develop. SENDCo and Head of Curriculum release time.	Ongoing and Monitored		√
3	Classrooms are organised to promote the participation and independence of all pupils	Head of Curriculum and Curriculum Team to carry out work scrutiny of resources to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing	High	Possible resource implications where gaps are identified	Ongoing and Monitored		√

Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							RFM	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats e.g. iPASS	Ongoing	Moderate	Not applicable	Ongoing as required		√
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats published on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	Moderate	Not applicable	Ongoing and Monitored		√