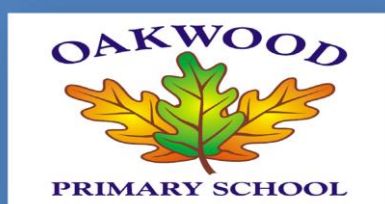




Gardners Lane &  
Oakwood Federation

OAKWOOD SCHOOL  
ACCESSIBILITY POLICY  
Approved May 2026  
Review May 2029



## **GARDNERS LANE AND OAKWOOD FEDERATION**

### **SCHOOLS ACCESSIBILITY POLICY**

#### **Accessibility Policy and Accessibility Plan**

Gardners Lane and Oakwood Federation aim to treat all stakeholders, pupils, prospective pupils, staff, parents, governors and other members of the Federation community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The Federation aims to work closely with pupils with a disability, taking steps that will allow them to learn, achieve and participate as fully as possible in school life.

The Schools are active in promoting positive attitudes to pupils with a disability in the Federation and in planning to increase access to education for all pupils with a disability. As part of the schools continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collections, questionnaires and parental discussions.

#### **The purpose of the Accessibility Plan**

The purpose of the plan is to show how each of the Schools intends, over time, to improve the accessibility for pupils with a disability. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law means 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 DFE guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body.

#### **Definition of Disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

What will the Accessibility Plan do?

1. The Accessibility Plan is structured to complement and support the Gardners Lane and Oakwood Federation Equality Policy, SEND Policy, and Policy for supporting Children with Medical Conditions all of which can be accessed via each of the school's websites.
2. Gardners Lane and Oakwood Federation is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, 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 our schools.
3. The Federation Accessibility Plan shows how access is to be provided in our schools for disabled pupils, staff and visitors, to each school 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 prepared for life as are able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aid 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.
  - will take reasonable steps to ensure the visually and hearing- impaired stakeholders are enabled to fully participate to the life of the school.
  - to improve the provision of written information for pupils, staff, parents and visitors with disabilities: examples might include hand-outs, timetables, textbooks and information about the school and school events.
4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.
  5. The Accessibility Plan will be published on the Gardners Lane and Oakwood Schools websites.
  6. The Accessibility Plan will be monitored regularly and reviewed every three years.

**Accessibility Policy reviewed and revised May 2026**

**Review Date May 2029**

**OAKWOOD PRIMARY SCHOOL 2026 – 2029**

| TARGET                                                                                                                                                                                                                                 | STRATEGIES                                                                                                                           | OUTCOME                                                                                                                                                                                                                                                                      | TIME FRAME             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>Equality and Inclusion</b>                                                                                                                                                                                                          |                                                                                                                                      |                                                                                                                                                                                                                                                                              |                        |
| To ensure that the Accessibility Plan becomes an annual item at the FGB meetings                                                                                                                                                       | Clerk to Governors to add to list for FGB meetings                                                                                   | Adherence to legislation                                                                                                                                                                                                                                                     | On-going               |
| To improve / update staff awareness of disability issues                                                                                                                                                                               | Review staff training needs. Provide training for members of the school community as appropriate.                                    | Whole school community awareness of issues.                                                                                                                                                                                                                                  | On-going               |
| To ensure that all policies consider the implications of disability access.                                                                                                                                                            | Consider during review of policies. Staff responsible to ensure that equality and disability is identified within each school policy | Policies reflect current legislations.                                                                                                                                                                                                                                       | On-going               |
| To keep up to date regarding changes and recommendations regarding disability, equality and accessibility guidelines.                                                                                                                  | Attendance at relevant Multi-agency network and cluster meetings.                                                                    | School is in line with statutory guidance and good practice.                                                                                                                                                                                                                 | On-going               |
| To ensure that all parents who may have a disability can access school events and information. Explanation on the website that large print letters are available and that additional support can be offered through the school office. | Large scale print for reports / newsletters / correspondence if requested.                                                           | All parents are able to engage fully with the life of the school. Staff to be able to offer this if requested on a disability basis. All communications can be accessed by all parents as is reasonable given the limitation of our capacity to translate in many languages. | On-going               |
| <b>Physical Environment</b>                                                                                                                                                                                                            |                                                                                                                                      |                                                                                                                                                                                                                                                                              |                        |
| Ensure that, where possible, the school                                                                                                                                                                                                | Audit of accessibility of school buildings                                                                                           | Modifications will be made to improve                                                                                                                                                                                                                                        | Annual audit in place. |

|                                                                                                                                               |                                                                                                                                                         |                                                                                                                       |                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. | and grounds by Governors/Head Teacher.<br>Suggest actions and implement as budget allows or as need arises.                                             | any identified accessibility issues.                                                                                  |                                            |
| Continue advice on accessibility linked to new pupils who may have a disability                                                               | SEND Lead to ensure the needs of all new intake children are highlighted and taken into account before transition                                       | All children can access the school building                                                                           | On-going                                   |
| Ensure that fire bells are audible to all children and adults                                                                                 | Fire bell is tested weekly<br>Regular Fire Drills take place<br>PEEP in place for all children with identified need                                     | Fire alarm is clear and audible for all pupils and staff<br>Children with mobility/medical needs are evacuated safely | Weekly<br>Termly<br>Annual review of plans |
| <b>Curriculum</b>                                                                                                                             |                                                                                                                                                         |                                                                                                                       |                                            |
| To ensure all children have full access to the curriculum                                                                                     | Ongoing liaison with Advisory Teaching Team and School Nursing Team                                                                                     | Class teachers and support staff are aware of needs and are able to provide an appropriate curriculum                 | Termly Review                              |
| To continue to train staff to enable them to meet the needs of children with a range of SEND                                                  | SEND Lead to review the needs of children and provide training for staff as needed.                                                                     | Staff are able to enable all children to access the curriculum                                                        | Termly Review                              |
| <b>Medical</b>                                                                                                                                |                                                                                                                                                         |                                                                                                                       |                                            |
| Access training if child presents with medical needs, intimate care needs. Update Epi Pen training as needed                                  | SEND Lead to ensure school coverage for staff trained in using Epi Pen and any other medical interventions as required to meet the needs of each child. | Procedures are clear and staff are confident in supporting the children's medical needs                               | Termly Review                              |