

Oakwood School - Accessibility plan for the period September 2025 – July 2026

Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

Our school Strategy:

- Our school strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

This accessibility plan applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Availability:

- This policy is made available to staff on the school shared drive and to students/parents/guardians/carers on request.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Louise Curel
Headteacher

Date: September 2025

Oakwood School has drawn up a three-year plan for compliance with Schedule 10 of the Equality Act 2010 for the school site, to show how it will progressively meet the demands of the Disability Discrimination Act.

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Introductory statement

We are committed to providing an environment which values and includes all students, staff, parents/guardians/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Student Profile

Oakwood School is an independent specialist provision for young people aged 5 to 16 who have suffered significant trauma as a result of which they are looked after within Cambian's residential children's homes. Alongside this they may have other needs or diagnoses, including mental health, ADHD, ADD, and other difficulties. Most of our young people are referred to us and funded through the local authorities. Some of our students will have a Statement of Special Educational Needs or an Education Health Care Plan. Others may be undergoing therapeutic assessments. Oakwood School is committed to continuing to adjusting reasonably to allow disabled students to access educational provision at our school. We anticipate that the ability range of the young people is on a continuum from those with moderate learning difficulties through to gifted and talented.

Background:

Oakwood School layout and facilities

The school is situated all on one level, however there are a number of separate buildings some with stepped access. Facilities include: classrooms, a kitchen, an ICT suite, library, therapy rooms and outside areas. There is access for young people and adults who may use a wheelchair to some areas but not all. There is also a disabled access toilet.

We welcome young people where we are able to provide appropriate provision to manage their disabilities and enable them to become as personally adequate, socially competent and independent as their potential will allow. We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the school in the following areas. We are determined to further develop our expertise and facilities to meet the needs of these young people.

Targets:

Our targets are:

- to always look for and consider ways to increase the extent to which disabled students can participate in the school curriculum;
- to have in place contingency plans for students who have returned to school after an accident or illness, enabling them to have full access to the curriculum;
- to continually aim to improve the physical environment in order to increase the extent to which disabled students can take advantage of education and associated services;
- to improve the delivery of written information to students, staff, parents/guardians/carers and visitors with disabilities, whenever required.

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Strategies:

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

- Admissions Policy
- Disability Policy
- Health and Safety Policy
- Special Educational Needs Policy.

Special Educational Needs - Code of Practice

It is opportune that this provision coincides with the implementation of major reforms with regard to young people and young people with special educational needs. We are determined to stay at the cutting edge of provision for young people and young people who are placed in our school. We ensure ongoing liaison with organisations that are able to offer specialist advice and training and complete an accessibility audit to identify where physical, curriculum and communication adjustments should be.

Timeframe

- Links with disabled groups and organisations, along with those able to offer specialist advice, are to be ongoing;
- Continued Professional Development will be prioritised and ongoing.

Anticipated Outcomes

- Adapted curriculum, electronic or other materials;
- Modified teaching delivery;
- Provision of additional services, if they are to be required, such as electronic and hard copy information being in the parents/guardians/carers first language and in braille if required.

Success Criteria

- Anticipated Outcomes in Place, with the school over the next three years being wholly accessible in curricular, premises and communication terms to all the people who may be served by it.

Welcoming and Preparing for Disabled Students

Oakwood School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Where it is practicable we make reasonable adjustments to enable prospective students to take up a place at the school and satisfy the current admissions criteria. The school is committed to providing these reasonable adjustments. In order to meet the needs of disabled students, the school requires full information. The school asks all local authorities seeking admission for an individual to the school to disclose whether the young person has any disability or other condition or educational need of which the school should be aware. In assessing a student or prospective student, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

Main priorities

Increasing the extent to which disabled learners can participate in our curriculum:

- Inclusive teaching and learning styles
- Learner grouping and peer interaction
- Participation in sporting and cultural activities
- Curriculum content and structure
- Curriculum planning
- ICT across the curriculum
- Individual timetables with personalised learning
- Teaching resources and materials with training on how to use them
- Assessment strategies and examination, accreditation and vocational opportunities
- Classroom organisation and behaviour support
- Participation in evening and weekend activities
- Participation in educational visits
- Deployment of learning support staff
- Flexible, responsive timetabling

Improving the physical environment of the school to increase the extent to which disabled learners can take advantage of education and associated services:

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We want to make the building accessible to as many people as possible; adjustments have, and will continue to be made to accommodate anyone with physical access needs. We have disabled toilets at our education site. Any new buildings and refurbishments will take full regard of the Equality Act and current building regulations.

Improving the delivery to disabled learners of information that is provided in writing for learners who are not disabled:

We will continue to provide and enhance provision for access to information through:

- DVD, Audio, Interactive Whiteboards and other applications of ICT
- Adapted teaching materials
- Use of plain English, key words and take regard of needs where English is not the first language
- Signs and Symbols
- Sharing successful practice
- Staff training delivered by specialists e.g. Speech and Language and Occupational Therapists

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Target	Tasks	Timescale	Responsibility	Monitoring	Success Criteria
ACCESS TO ICT Ensure access to computer technology appropriate for pupils with disabilities including auxiliary aids.	<ul style="list-style-type: none"> ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities. School staff to update on available technology on a termly basis. 	As required - unless needs of pupils in school require immediate action.	Head Teacher	Regional Lead	Access to appropriate computer technology
ACCESS TO CURRICULUM To ensure all staff receive comprehensive induction programme as to how to meet the needs of children who have experienced significant trauma.	<p>Ensure induction is completed prior to member of staff working with children.</p> <p>Liaise with Regional lead around support for new staff for specifically identified needs</p>	Ongoing	All teaching staff	Head Teacher	Improved access to curriculum for all pupils
To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia	Training for all new members of staff. Updates and rolling programme of training for staff	Ongoing	All teaching staff	Head Teacher	Improved access to curriculum for all pupils
To ensure all staff are trained to support pupils with medical conditions	Update staff training annually if applicable in: <ul style="list-style-type: none"> Self-harm Use of Epipen Asthma Diabetes Epilepsy 	Ongoing	All teaching staff	Head Teacher	Improved access to curriculum for all pupils
To ensure all staff are trained in restorative practices	Rolling programme of training for all staff	Ongoing	All staff	Head teacher	Improved access to curriculum for all pupils

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To support reading and writing for pupils with specific learning difficulties	Purchase of reading scheme, resources for interventions	Ongoing	SENCo	Head Teacher	Improved access to curriculum for all pupils
INVOLVEMENT IN THE SCHOOL Prioritise student participation in school activities. Ensure all students are aware of diverse groups, by educating pupils we can eliminate discrimination and other prohibited conduct	<ul style="list-style-type: none"> Promote student awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it. Ensure student activities are accessible to all students including workshop, outdoor activities and PE. Update behaviour/anti bullying policy and make students aware of changes. 	Ongoing	Head Teacher Staff	Regional Lead	Increased participation in school life for students with disabilities.
SCHOOL POLICIES Ensure all policies consider the implications of Disability Access, Inclusion for all groups, appreciating for equality & diversity and anti-bullying behaviour.	<p>To update all school policies to run in line with the 2010 Equality Act and to consider all protected characteristics.</p> <p>To ensure all students are free from Direct, Indirect discrimination, Harassment and Victimisation.</p>	Ongoing	Head Teacher	Regional Lead	Access to all aspects of school life for all students.
SCHOOL ENVIRONMENT Ensure that access to school buildings and site can meet diverse pupil needs including access for wheelchair bound pupils.	<ul style="list-style-type: none"> Accessibility & clarity of signs around school. Clear identification of room functions. Clear pathways without obstruction Awareness of independent access for all classrooms. When decorated be mindful of the need for clear contrasts between walls/floors/doors etc Ensure that slopes are provided to allow access to all areas of the school 	Ongoing	Head Teacher	Regional Lead	Access to school buildings and site including toilet, computer and learning facilities.

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Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements.	<ul style="list-style-type: none"> Organise resources within classrooms to reflect student need. Incorporate accessibility into any proposed structural alternatives. Provide quiet areas within the school. Look at accessibility in all areas of school life including PE arrangements and examinations. 	At least annually	Head Teacher	Regional Lead.	Appropriate use of resources for diverse needs of pupils with disabilities.
Review the allocation and availability of a disabled car parking bay on site	<ul style="list-style-type: none"> Identification of space for parking bay to be established Signs to be installed and maintained 	December 2024	Maintenance/ Head Teacher	Regional Lead	
NEWSLETTERS & DOCUMENTS Availability of newsletters and school documents in alternative formats to be sent to all pupils in the company to be more aware of school life.	<ul style="list-style-type: none"> Letters in first language. Large print & audio when required. E-mail. Braille if appropriate 	Ongoing.	Head Teacher	Regional Lead.	

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