

Accessibility Plan

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Kindness, Curiosity and Ambition

At Oakwood Primary School, every individual is valued for who they are and what they contribute to our school community. Our values of **Kindness, Curiosity and Ambition** underpin everything we do and reflect our commitment to creating a school where every child feels welcomed, respected, included and able to thrive.

We believe that accessibility is fundamental to inclusion. We show **kindness** by ensuring that every child is able to participate fully in school life, access learning opportunities, develop positive relationships and achieve their potential, regardless of disability, special educational need, medical need or any other barrier they may face. Accessibility is therefore not viewed as a separate initiative but as an integral part of our commitment to providing high-quality, inclusive education for all.

Our Accessibility Plan supports this vision by ensuring that barriers to learning, participation and achievement are identified through professional **curiosity** and removed wherever possible. Through high-quality teaching, implementation of Hertfordshire's Ordinarily Available Provision (OAP), reasonable adjustments and inclusive practices, we have the **ambition** to ensure that every child can access the curriculum, the physical environment and information in ways that enable them to succeed.

At Oakwood, we recognise that true accessibility extends beyond buildings and resources. It encompasses participation, communication, wellbeing, independence and opportunity. By embedding accessibility within our everyday practice, we aim to nurture confident, resilient and ambitious learners who show kindness and respect towards others and who are equipped to contribute positively to their school, their community and the wider world.

This Accessibility Plan sets out how Oakwood Primary School will continue to improve access to education and school life for all pupils, ensuring that our values of **Kindness, Curiosity and Ambition** are experienced by every member of our school community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

I. Access to the curriculum

Current position and good practice:

Oakwood differentiates and/or personalises the curriculum according to the needs of individual pupils. Curriculum implementation is regularly reviewed to ensure it meets the needs of all pupils.

Resources are tailored to the need of pupils who require support to access the curriculum. The school has access to a range of resources to support pupils in their learning, including Chromebooks and iPads, writing supports, wobble cushions, writing slopes etc.

Curriculum progress is tracked for all pupils, including those in vulnerable groups and with SEND, with appropriate targets set and monitored regularly by SLT. Staff receive regular CPD on how to improve access to the curriculum for children with SEND and other vulnerable groups.

The Governing Body monitors the impact of the curriculum for all groups of pupils through data reports, governor meetings and school visits.

AIM	ACTION/S TO BE TAKEN	SUCCESS CRITERIA	RESPONSIBILITY	TIMEFRAME
To ensure all pupils, including disabled pupils, pupils with SEND, and other vulnerable groups can access an ambitious curriculum through consistent implementation of Hertfordshire's OAP expectations.	Embed Hertfordshire OAP across all classrooms	Monitoring shows OAP evident in all lessons.	SENCO, SUBJECT LEADERS	2026-2029
	Refine current inclusive classroom guidance for class teachers, incorporating OAP linked to Hertfordshire guidance.	Learning walks show consistent provision across classes and phases.	SENCO	Autumn 2026
	Ensure every classroom includes visual timetables, working walls, vocabulary support, chunked instructions and executive functioning supports.	Learning walks evidence consistency of provision in all classrooms	SENCO	ongoing

	Develop and standardise predictable, low-arousal classroom environments to minimise sensory overwhelm, reduce unnecessary cognitive load, and improve students' capacity to engage in learning.	Agreed low-arousal classroom standards are in place across the school. Predictable routines and visual supports are embedded in every classroom	SENCO	
	Deliver annual staff training on adaptive teaching and inclusive practice.	Staff confidence improves and practice is consistent.	SENCO	annual
	Strengthen support for executive functioning through implementation of DSPL7 Executive Functioning Project and training (4 terms), and embedding this into classroom practice.	Teachers more confident with supporting executive functioning. Pupils demonstrate increased independence.	SENCO and SLT	2026-2029
	Ensure educational visits are planned inclusively.	Pupils with disabilities participate fully.	EVC/SENCo and Phase Leads	ongoing
	Monitor attainment and participation of pupils with SEND and disabilities and other vulnerable groups.	Closing gaps in participation and achievement.	SLT	termly

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II. Physical Environment

Current position and good practice:

• The school has recently had a new roof which has improved insulation, reduced noise transmission and maintain consistent classroom temperatures, creating learning environments that better meet the needs of pupils with sensory, physical and medical needs.

• The school has recently embarked on a redecoration project to repaint the communal areas and classrooms in calm, neutral colours, replace colourful, plastic furniture with wooden, replace carpets and blinds to support with access for neurodivergent pupils

AIM	ACTION/S TO BE TAKEN	SUCCESS CRITERIA	RESPONSIBILITY	TIMEFRAME
To ensure all areas of the site are accessible, safe and promote independence.	Annual accessibility audit of the site.	Barriers identified and addressed.	Governors/SLT/ Manager	Annually
	Review evacuation procedures for disabled pupils.	Individual plans in place where needed.	HT/SENCo H&S Lead	Annually
	Maintain clear signage around school.	Improved navigation.	Site Manager	Ongoing
	Ensure accessibility is considered in all refurbishment projects.	Accessibility embedded in planning.	Governors/SLT	Ongoing
	Review playground accessibility as OPAL continues to develop.	All pupils can participate.	OPAL Lead	Termly

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	Ensure calm regulation spaces remain available.	Pupils access support when needed.	SENCO/Class Teachers	Ongoing
	Review sensory environments and reduce unnecessary sensory overload.	Improved accessibility for neurodiverse pupils.	SENCO/Site Manager	Annual

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III. Access to Information

Current position and good practice:

Oakwood's school website is regularly reviewed to ensure it meets accessibility standards and all relevant information is available. All key policies and documents are available on the school website, and in other formats on request.

AIM	ACTION/S TO BE TAKEN	SUCCESS CRITERIA	RESPONSIBILITY	TIMEFRAME
To ensure information is accessible to all pupils, parents, staff and visitors.	Review school website accessibility annually.	Website remains compliant.	Governors/SLT	Annual
	Provide documents in alternative formats upon request.	Stakeholders are able to access information in the format and language that they can understand.	SLT/Office	Ongoing
	Ensure communications use plain English where appropriate.		SLT/Office	Ongoing
	Provide translation support where required.		SLT/Office	Ongoing
	Improve visual communication for pupils through symbols and visuals.	Children of all ages and abilities have access to clear information. Visual communication supports language development and reinforces messages for all children.	SENCO/Class staff	Ongoing
	Develop pupil-friendly support plans where appropriate.	Children are able to understand the information in their support plans.	SENCO/Class staff	Termly

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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by SLT and the governing body

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality and diversity policy
- Special educational needs (SEN) information report
- SEND Policy
- Supporting pupils with medical conditions policy
- Allergy safety policy

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