



Accessibility Plan Policy

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Contents

Introduction	1
Aims and Objectives	1
Current Accessibility Arrangements	2
Building Layout.....	2
Three DDA (Disability Discrimination Act) compliant bathrooms.....	2
Entrance.....	2
Evacuation Plans.....	2
Improving Access to the Curriculum.....	2
Improving Access to the Physical Environment.....	2
Improving Access to Information	2
Monitoring and Review.....	3
Responsibilities	3
Complaints and Concerns	3

Introduction

Oaktree School is committed to providing an inclusive and supportive educational environment that enables all pupils, including those with physical disabilities and complex needs, to access and thrive in our school. Our accessibility plan is designed to ensure compliance with the Equality Act 2010 and outlines how we will continue to improve access to our curriculum, physical environment, and information for pupils with disabilities.

Aims and Objectives

The aims of this plan are to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the physical environment to enable better access for pupils with disabilities.

Ensure that information is accessible to all members of our school community. Our objectives are to remove barriers to learning, foster independence, and promote equality for all pupils.

Current Accessibility Arrangements

Building Layout

Oaktree School is a single-story building, making navigation and access more manageable for individuals with mobility challenges. We have a range of features that support accessibility:

Three DDA (Disability Discrimination Act) compliant bathrooms.
Reasonable adjustments are made in classrooms to support pupils with physical disabilities, including rearranging furniture and providing specialised seating or equipment as required.

Entrance

While our main entrance is not fully DDA compliant, we ensure that alternative arrangements are made to accommodate visitors, staff, and pupils who may require assistance.

Evacuation Plans

Individualised evacuation plans (PEEPs) are created for any pupil or staff member requiring additional assistance during emergencies.

Improving Access to the Curriculum

We are committed to ensuring that all pupils can fully engage with our curriculum. To support this aim, we will:

Regularly review and adapt teaching strategies and resources to ensure they are inclusive.

Provide assistive technology and specialised equipment where necessary to support learning.

Offer tailored support plans, including individual education plans (IEPs) for pupils with additional needs.

Deliver ongoing staff training on disability awareness and inclusive teaching practices.

Improving Access to the Physical Environment

To improve physical access for all pupils, staff, and visitors, we will:

Continually assess the physical environment to identify and address barriers to accessibility.

Make adjustments where feasible to walkways and communal areas.

Ensure that all DDA-compliant bathrooms remain fully functional and accessible.

Ensure that all planned site developments are fully DDA-compliant

Improving Access to Information

We aim to ensure that all information is accessible to pupils, parents, carers, and visitors by: Providing information in alternative formats (e.g., large print, audio, or electronic formats) upon request.

Ensuring that our school website is accessible and easy to navigate.
Offering support with communication through visual aids, symbols, and other communication tools.

Providing translation services where necessary to support families whose first language is not English.

Monitoring and Review

The Accessibility Plan will be reviewed every three years by the Senior Leadership Team and the Governing Body to assess progress and ensure ongoing compliance with legal requirements. Feedback from pupils, parents, staff, and external professionals will be considered to guide future improvements.

Responsibilities

The Headteacher is responsible for ensuring that the Accessibility Plan is implemented effectively and that all staff are aware of their responsibilities in supporting accessibility. Staff are encouraged to provide feedback and suggestions for improvements.

Complaints and Concerns

Any concerns or complaints regarding accessibility should be addressed to the Headteacher. We are committed to working collaboratively to resolve any issues and improve accessibility for all members of our school community.