


OAK VIEW PRIMARY & NURSERY SCHOOL



ACCESSIBILITY POLICY and PLAN

Policy Date:	October 2025
Policy Review Date:	Autumn 2028
Date Ratified by Full Governing Body:	14/10/2025
Action Plan Updated / Ratified:	
Signed by Chair of Governors: 	

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Appendix 1: Accessibility Audit

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Oak View is an inclusive school where we ensure that all children have equal opportunities to access a broad and balanced curriculum. It sets high expectations for all pupils and strives to enable them to take an active part in the life of the school.

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. We understand the Local Education Authority (LEA) 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.

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, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. Which has been updated by the schools and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility statement 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.

Equality Impact Assessment 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.

The Accessibility Plan will be published on the school website

The Accessibility Plan will be monitored through the Governor Resources Committee.

The Accessibility Plan may be monitored by OFSTED during the inspection process in relation to Schedule 10 of the Equality Act 2010.

3. Action Plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Financial resources	Success criteria	Yearly Review
1. Increase access to the curriculum for pupils with SEN or pupils with a disability through inclusive resources, and wider school opportunities.	<i>Our school offers individual curriculum/ timetables for children whose disabilities prevent them from following the usual timetable of the class.</i>	Implement inclusive teaching strategies/outcomes i.e., presenting knowledge in different ways, scaffolding, modelling.	SLT Subject leads Class teachers.	Ongoing	Release time and designated staff training days and INSET	All children will have access to a wide curriculum and wider school opportunities.	
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	Develop the use of technology to support access.		Ongoing		Children will be able to show their learning in a variety of ways and writing will not be a barrier to this.	
	<i>We liaise with specialist teachers to increase curriculum access for our children.</i> <i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	Embed Oracy and Oracy 21 approaches.		Ongoing		All pupils, including those who are disadvantaged, will participate in trips and clubs.	

	<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>We use our school-based provision to support our high need EHCP children to access a highly differentiated curriculum and timetable which best supports them.</i></p>	<p>Ensure the use of accessible resources (adapted equipment, sensory tools, digital resources etc.).</p>		Ongoing			
		<p>Strengthen the school-based provision (Banksy room) curriculum offer.</p>		Annually			
		<p>Plan inclusive trips, experiences and clubs (accessible venues, financial support, tailored provision).</p>		Annually			
2. Improve and maintain access to the physical environment by ensuring that the	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> ● <i>Ramps</i> ● <i>Corridor width</i> 	<p>Adapt/audit classrooms, corridors and shared spaces to ensure they are uncluttered, clearly signposted and accessible to all pupils with physical and sensory needs.</p>	<p>SLT SENDCO Class teachers Site manager</p>	Termly	<p>Repairs and maintenance as modifications are needed.</p> <p>Cost of portable</p>	<p>Pupils with physical and sensory needs will navigate the school safely and independently. They will use calm zones to regulate and re-engage in learning. Pupils will</p>	

<p>school's environment is fully accessible, inclusive and neuro-diverse friendly.</p>	<ul style="list-style-type: none"> ● <i>Disabled parking bays</i> ● <i>Disabled toilets and changing facilities</i> ● <i>Children have aids in class to help with focus.</i> ● <i>Library shelves at wheelchair-accessible height</i> <p><i>Disabled toilet facility is available in the main entrance.</i></p> <p><i>Health and Safety checks also include clear escape routes from the building for all including wheelchairs.</i></p> <p><i>Disabled parking bays are reserved for staff / parents / carers that need to use these at drop off and pick up times.</i></p>	<p>Ensure there are calm/quiet breakout zones to support pupils needing low-stimulation spaces.</p>		<p>Within the academic year</p>	<p>equipment e.g., wobble boards.</p>	<p>not be over stimulated by the environment. Pupils will access resources independently leading to increased participation and engagement. PINS principles will be embedded in school practice.</p>	
		<p>Manage noise levels by reviewing flooring, furniture and sound proofing where possible. Provide noise reducing resources (ear defenders, acoustic panels).</p>		<p>Ongoing</p>			
		<p>Review visual stimulation in classrooms (displays, lighting, colour schemes) to ensure spaces are calming and accessible.</p>		<p>Ongoing</p>			
		<p>Provide a bank of sensory tools, flexible seating and adaptive resources for neurodiverse pupils.</p>		<p>Within the academic year</p>			

		Link environmental adaptations explicitly to the PINS framework to ensure inclusion, participation and support for all pupils.		Within the academic year			
Improve access to information for pupils, staff, parents and visitors with disabilities and those who are significantly disadvantaged such as EAL.	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> ● <i>Internal signage</i> ● <i>Large print resources</i> ● <i>ICT</i> ● <i>Pictorial or symbolic representations</i> <p><i>We use interpreters/sign language interpreters when needed.</i></p>	Provide dual language signage around school to support EAL pupils, parents and visitors.	SLT Class teachers	Over 2-year phase	CPD costs	<p>School signage will be visible and understandable.</p> <p>All families will be able to access school information in their home language.</p> <p>Pupils will be able to communicate their needs effectively and will experience increased engagement and participation.</p> <p>Staff will have increasing confidence supporting diverse communication needs.</p> <p>Pupils will be able to access interventions independently and</p>	
		Offer translation of key documents and letters and interpretation support for meetings.		Ongoing	Costs for translators		
		Use Makaton, communication boards, and speech and language strategies to support pupils with communication needs.		On going	Costs for new signs etc.		
		Provide targeted language development sessions/interventions for pupils (speech and		This academic year			

		language, EAL support).				have improved learning outcomes.	
		Provide CPD for staff on EAL and communication strategies for SEND pupils.		This academic year			

4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Governing Body / Mr. Neil Richardson, Headteacher

5. Links with other Policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two Floors	Adjustments to be made if needed.	Head teacher	On-going
Corridor access	Main corridor to be kept clear	Regularly checked by Site manager	Site Manager	On-going
Lifts	None			
Parking bays	One priority bay	Front of the school – reserved when needed	Site manager	On-going
Entrances				
Ramps	Front entrance	P		
Toilets	Disabled toilet in reception area			
Reception area	Wide access doors and wheel chair button at correct height			
Internal signage				
Emergency escape routes				

