



## The Oaks Secondary School

### Accessibility Plan January 2022 – December 2025

#### Introduction

Under the Equality Act 2010 all schools should have an Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

He or she has a physical or mental impairment, and

The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

The Oaks Secondary School is committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents and visitors regardless of their education, 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 the school.

The Oaks Secondary School has adopted this accessibility plan in line with the school's Special Educational Needs Policy and Federation Equality Policy with the aim of ensuring that the school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This plan is created in response to any issues identified in our pre audit questionnaire which was completed by The Premises manager and the SENCO in January 2022 and recommendations made in our school's last access audit which was in February 2022. This plan should be read in conjunction with the Access Audit

Our Special Educational Needs Policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school and access to information are important to us, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupils development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an accessibility strategy and plan covering a 3 year period.

Through implementation of the Accessibility Plan we aim to :-

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to those who are not disabled.

## 1. Cognition and Learning

Pupils with SEND will be given access to the curriculum supported by specialist staff within the school and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Executive Head teacher, Head of School and leadership team to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical, physical, social and emotional information and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and specialist teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils.
- making use of all class facilities and specialist teaching rooms
- using in-class provisions and support effectively to ensure that the curriculum is differentiated as necessary
- endeavouring to ensure that individual or small group tuition is available where it is felt that pupils would benefit from this provision
- in providing a rationale and focus on any flexible teaching arrangements and making parents aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- Providing intervention strategies and programmes
- listening to pupils' views and taking them into account in all aspects of school life.

## 2. Sensory and physical needs

The school has many of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating and lighting
- adaptations to the physical environment of the school, indoors and outside space
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids including access to braille
- access to audio equipment
- access to specialist hoists, mobility aids, equipment or furniture
- regular and frequent access to specialist support

## 3. Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

### The building and grounds:

- audio-visual fire alarms
- assistance with guiding

**Teaching and learning:**

- a specific individualized piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments
- access arrangements for external exams

**Methods of communication:**

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones, email, text, facetime, telephone, large print etc
- readers for pupils with visual impairments.
- Access to translation service
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

Signed by



Head Teacher

Date: \_ January 2022 \_\_\_\_\_



SENCo

Date: \_\_\_\_\_ January 2022 \_\_\_\_\_

 B.E.M.

Governor

Date : \_\_\_\_\_ January 2022 \_\_\_\_\_

# Accessibility Plan for The Oaks Secondary School 2022-25

## Priority Ratings

### Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

### Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

### Priority C:

Where action is recommended within 12 - 24 months to improve access.

### Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

## KEYS FOR COSTS

Budget costs have been included in the form of bands.

**N** - None    **M** - Minimal    **OG** - Ongoing Maintenance    **ST** - Structural Change

The four areas of development outlined below have been generated following our external audit in February 2022. All other areas pertaining to accessibility were rated **compliant** or **exemplary**. Please see the comments section for our response to the recommendations.

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
1	Reception	Access to Reception - Place a sign next to the intercom outside the main entrance. E.g. please press for attention		B		L		
We will consider and cost signage for this area.								
2	Reception	Remove the table under the reception window to enable a person in a wheelchair to approach the reception window front on.	A			N		
		Install a portable hearing loop and clearly display the sign.		B		L		
		Provide either signage or instructions from the reception area to the visitor's accessible toilet.	A			N		
The table in reception was a temporary measure designed to support our response to the Covid pandemic. The table								

held PPA and sanitizing equipment. It is easily removable for wheelchair access.  
 The cost of a portable hearing loop will be explored, we have several pupils who are hearing impaired and consequently many staff can use Makaton and/or BSL which could support visitors, The windows to reception slide apart so there would be no physical barrier to communication.  
 Visitors would always be escorted to and from the accessible toilet for safeguarding reasons so signage would not necessarily be helpful

3	Visitors Toilet	<p>Ensure that the visitor's accessible toilet is fitted with an alarm with a repeater beacon outside the toilet.</p> <p>Arrange training for appointed staff to know how to respond to an activation of the emergency beacon in the visitor's toilet</p>	A			L		
			A			L		

This idea has been explored but because the toilet is also used by pupils an alarm cord in the space would not be safe. The toilet is fitted with an auditory alarm system. Displays in all corridors and in the leadership team offices indicate where the alarm has been triggered and staff have been trained in how to respond to medical or behavioural emergencies. Because visitors are escorted to the toilet staff would always be aware and could check if any support were needed.

4	Doors	Handles which do not contrast in colour to the door should either be changed or painted to a different colour	B			L		
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There is only one door in school that does not have a contrasting handle. This was a temporary measure and a colour contrasting permanent handle is pending.

If you have any comment or questions about this document please contact Mr B Walker at the school.  
 Tel 01388 827380 or email [theoaks@durhamlearning.net](mailto:theoaks@durhamlearning.net).