



Oakgrove School

Disability and Accessibility Development Plan

OAKGROVE SCHOOL
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ADOPTION AND AMENDMENTS TO DISABILITY & ACCESSIBILITY POLICY

Written November 2015

Section	Governors Meeting or Committee	Page and Year of Minute
Whole Document	FGB March 2016	FGB – Page 119, March 2016
Whole Document	LGB February 2017	LGB – Page 5, February 2017
Whole Document	LGB February 2018	LGB – Page 9, February 2018
Whole Document	LGB February 2019	LGB – Page 9, February 2019
Whole Document	LGB February 2020	LGB- Page 5, February 2020
	Next Review: 2020/2021	

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Oakgrove School strives to ensure that our culture and ethos are such that, whatever the abilities and needs of our school community, everyone is equally valued and treats one another with respect. Students are provided with the opportunity to, understand, experience and value diversity.

The School takes its duty under the Equality Act 2010 seriously.

Oakgrove School's accessibility plans aim to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school. Oakgrove School recognise the need to provide adequate resources for implementing plans and will regularly review them.
- Improve awareness of Equality and Inclusion for all stakeholders

The opinions of students with disabilities and those of their parents/carers and staff have been sought in developing this Accessibility Plan.

Notes

The definition of disability contained within the Equality Act 2010 is a wide one. A disabled person is someone who has a "Physical or mental impairment that has adverse, substantial and long term effect on their ability to carry out normal day to day activities".

Please see the Equality Act 2010 for the definitions of disability¹.

If a person has been disabled in the past, they are still covered by the legislation for the rest of their life.

The 4 strands of Oakgrove School's Accessibility Plan are outlined below:

¹ <http://www.legislation.gov.uk/ukpga/2010/15/contents>

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Improved Awareness of Equality and Inclusion

Target	Strategy	Outcome	Timeframe
Our adherence to the Equality Duty to be continued to be reported annually to full governors	Clerk to the Governors to include 'equality report' as an annual agenda item.	Adherence to legislation	Ongoing
Introduction of new SEND Code of Practice	Staff Inset, focus on SEND during learning walks and lesson observations.	Staff to be fully aware of the needs of students and to be adapting, differentiating lessons to these needs.	Ongoing
Incorporate Equality and Diversity with DSL Team	To highlight and provide support/guidance on equality and inclusion issues in school for staff and students	Regular DSL meetings to evaluate equality and inclusion. Appropriate signposting for support or external agencies to be provided.	Ongoing
Whole staff, Governors and Key pastoral staff to be trained in mental health awareness and support strategies	Whole staff training to be delivered annually. This information should then be disseminated to the Local Governing Body and the rest of the pastoral team to improve support in school and signposting.	Improved knowledge and awareness with staff of mental health issues and strategies to support young people. A staff support group 'The Wellrus Group' has also been created and hosts regular events to support staff mental wellbeing.	Ongoing All governors and staff received information/training May 2019. 15 Pastoral staff and Designated Safeguarding Leads received Mental Health First Aid Youth Champion training June 2019.

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Improve access to the physical environment of school. This covers improvements to the physical environment of the school and physical aids to access education.

Target	Strategy	Outcome	Timeframe
<p>Continue to ensure that students and staff are not disadvantaged by being unable to access parts of the site.</p> <p>Ensure that students have the appropriate resources in order to fully access the curriculum.</p>	<p>Specialist teaching rooms and key admin staff 'preserved' in accessible locations in any future reorganisation.</p> <p>Fixed paragraph in communication home regarding parental information evenings / open days about alerting us to any access requirements so that these can be accommodated.</p> <p>An accessibility audit is carried out regularly by SLT and members of the school community.</p>	<p>Ensuring all able to access full curriculum and parents fully able to engage with school.</p>	<p>Ongoing.</p>

Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure students with a disability are as equally prepared for life

Target	Strategy	Outcome	Timeframe
<p>Continue training for teachers and support staff on different aspects of SEND including differentiation when required as part of the new SEND code of practice.</p>	<p>Support through staff INSET, lesson observation and performance management cycle.</p> <p>Use of flexible groupings in class, 'buddying' or 'mentoring' arrangements.</p>	<p>Work differentiated according to student need.</p> <p>Greater involvement of disabled students in the 'full life' of the school (e.g. clubs, sporting events, visits)</p>	<p>Ongoing.</p>
<p>Ongoing scrutiny of performance of groups of students (including those with SEND) to ensure the curriculum is enabling them to make the same</p>	<p>Focussed learning walks on SEND students.</p> <p>Book scrutiny of SEND students across school.</p>	<p>All groups of students make similar progress.</p> <p>Greater satisfaction for the disabled students and parents.</p>	<p>Ongoing.</p>

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progress as students without SEND.	Lesson observations focussed on SEND students. Use of expertise from outside agencies.		
Continue to apply for access arrangements for external exams as appropriate.	SENDCo / Deputy SENCo / Exams Manager will ensure that appropriate access arrangements are provided for students in lessons and applied for in internal exams.	All students will have their individual needs met and any barriers to achieving their full potential will be removed.	Ongoing.

Improve the delivery of written information to students, staff, parents and visitors with disabilities.

Target	Strategy	Outcome	Timeframe
All teachers to use appropriate materials in lessons which enable those with disabilities to fully access the curriculum e.g. enlarged texts, alpha smarts, laptops which can be used in lessons.	Staff training in improving accessibility of learning materials.	Barriers to learning associated with the delivery of written information are removed. Some students using ICT to record notes.	Ongoing
The school website will be checked and updated termly to include the most relevant support strategies and external agencies to signpost parents/carers/staff or students to.	Add detail of provisions and signposting for disability and equality issues in both school and the community.	Improved communication and understanding of the school's provisions as well as support for students/parents/carers/staff outside of school with disability concerns. Greater community cohesion with local and national support groups signposted.	Ongoing

This Plan should be read in conjunction with all other relevant policies, in particular, Equal Opportunities, Single Equality, Teaching and Learning, Assessment, Recording & Reporting and Admissions.

Oakgrove School
 February 2020