

Accessibility Plan

Oatlands Junior School



Approved by:

LGB

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3. 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

Oatlands Junior 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.

Oatlands Junior School Vision:

We are a community where children are empowered to unlock their full potential and which celebrates independence, tolerance, success and excellence.

Our School Values:

We are Oatlands Juniors

We're Amazing!

We're friendly, kind and caring

We're tolerant and respect one another

We're enthusiastic and positive

We love to learn!

We imagine and create

We try new things and learn from our mistakes

We work together and help each other

We're determined and always do our best.

'Caring about today, creating successful tomorrows'

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

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

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

Red Kite Learning Trust schools work together to improve the learning and achievement of all their young people. The Trust secures excellence for all, providing world-class opportunities for the young people in its schools. Its schools achieve this by continuously striving for the best: improving, innovating and reflecting. The Trust is committed to equality of opportunity and to closing the gaps in attainment and progress between groups and individuals within each school and across the Trust.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

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 auxiliary aid or adjustments to premises.

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school offers a curriculum for all pupils. Staff are trained to adapt their planning, resourcing and teaching to support pupils with physical & mental impairments.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We use curriculum resources which include examples of diversity including people with all kinds of disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils through our subject monitoring schedule including external Quality Assurance visits.</p> <p>Children with disabilities have equal access to our wider extra-curricular offer.</p> <p>Home/School communication systems and transition into school are excellent. We make sure we know as much as possible about our pupils before they start, through our transition programme with Oatlands Infants School. This includes additional visits for pupils with disabilities and meetings with both SENDCOs and parents.</p>	<p>Long Term – to ensure all staff are well trained to meet the needs of pupils with disabilities.</p> <p>Medium Term - to monitor high quality adaptive and inclusive teaching half termly.</p> <p>Short Term – to investigate use of technology to support pupils with disabilities in their everyday learning.</p>	<p>Keep up to date and disseminate best practice to all staff. BOM/SLT to regularly source CPD opportunities for all.</p> <p>Up to date monitoring curriculum calendar and learning walks.</p> <p>Implement any recommendations of specialist resources for children with disabilities.</p> <p>Monitor number of pupils with disabilities in extra-curricular clubs each half term.</p>	<p>BOM/SLT</p> <p>Headteacher</p> <p>Inclusion Lead</p>	<p>Ongoing</p>	<p>All pupils will be well supported in their needs by all staff.</p> <p>Any pupils with EHCPs have their outcomes met.</p> <p>Our curriculum is accessible to people with physical disabilities. They are fully academically included in school life.</p> <p>Pupils will be using ICT well. Their learning will be enhanced by it and better progress will be made.</p> <p>Participation in extra-curricular clubs will have a positive impact on pupils with disabilities.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This includes: Ramps - we have an accessible path around the entire perimeter of the school building, including both gates that lead onto the yard. Disabled parking bay Disabled toilets Disabled changing facilities including hoist, shower and adjustable height bed Library shelves at wheelchair accessible height	Long term	Ensure that the ramp conforms to current standards The disabled space in the car park must not be abused by other car park users.	H&S Officer SLT	Ongoing	A disabled parking space available. A rapid response to new or changing needs of pupils.
	Internal fire doors have automatic release door guards in case of emergency. Pupils with disabilities who require assistance evacuating the building will have a Personal Emergency Evacuation Plan (PEEP).	Short term	Half termly fire drills, fire warden checks fire doors are released from automatic door guards. Annual review of PEEP	Fire warden Inclusion Leader		The class environment Community Hub evolves to meet the needs of individual pupils.
	We have three sound-proofed classrooms to support children with hearing impairments.		Ensure classrooms are still within sound-proof standard through annual testing.	Inclusion Leader/NY Teacher for the Deaf		
	The Community Hub offers a nurturing, calm space for children	Short term	Review our offer termly.	Inclusion leader and		

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	<p>with neurodiversity and SEMH needs.</p> <p>Our Sensory Space supports children who have a sensory profile to access equipment throughout the day to meet their sensory needs.</p>			Learning Mentor		
Improve the delivery of information to pupils with a disability.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <p>Radio aids and microphones</p> <p>Pictorial representations</p> <p>Clicker (on iPads) helps children to communicate.</p> <p>Buff paper reading resources help pupils with dyslexia and visual stress.</p> <p>Corridor and classroom displays use buff hessian backing.</p> <p>Surrounding walls, windows and ceilings are kept clear to reduce over stimulation.</p>	Short term	Ensure that teachers plan for and use adapted resources to support children's access to the curriculum.	SLT and Subject Leaders	Ongoing	<p>Information is understood and accessible to all.</p> <p>Inclusion Leader and Subject Leaders update staff on any new resources and best practice which is also captured in the Curriculum Handbook and Inclusion Strategy.</p>

3. Action plan

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

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 Local Governing Board.

5. Links with other policies

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

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