



Oakwood Primary Academy



KNOWLEDGE – EQUALITY – DETERMINATION - ACHIEVEMENT

Accessibility Plan 2026 – 2029

For the purposes of this plan, please refer to the following definitions:

Special Educational Needs

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learning difficulty or disability is present where a child or young person:

- has significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

Children under compulsory school age may be identified as having SEN if they are likely to meet the above criteria when older, or would do so without additional provision.

A child must not be regarded as having a learning difficulty solely because the language of their home differs from the language of instruction.

Disability

Under the Equality Act 2010, a disability is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Special Educational Provision

Special educational provision is educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream schools, settings, or post-16 institutions.



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Oakwood Primary Academy has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This accessibility plan forms part of the school's approach to meeting the needs of all our pupils.

Target	Target Group	Aim	Action	Responsibility	Time frame	Outcome	Current good practice
Improve and maintain access to the physical environment							
Ensure priority parking for disabled stakeholders	Physically disabled visitors and staff	Enable all stakeholders to reach the building	Ensure stakeholders know there is an allocated disabled bay for parking	Site Manager	September 2029	All meetings are accessible to all stakeholders	1 car parking bay is allocated and marked for disabled parking. This is close to the office door.
Ensure all school trips are suitable for all pupils	Pupils with disabilities of any kind	Every trip to take account of the needs of the pupils within the group and plan an inclusive experience for those children	Continue to ensure this practice is followed and that new staff are aware of this requirement	Trip leader	Ongoing	Trips are planned by year group teams where the staff know the children's needs. Adaptations made to ensure all children can access the trip.	All trips that have taken place in the last academic year have been fully inclusive of all children's needs. Teachers understand the need for consideration of disabilities at the beginning of the trip organisation process.



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Ensure access to all areas of the school during the day	Pupils and staff with physical disabilities	Equality and inclusion for all children and people accessing the school	Consider alternatives to stair/ stepped thresholds/ areas in the building	Site Manager	September 2029	All children and adults can have access to all areas of the learning environment equally.	Manual and portable ramp is available for access currently.
Introduce accessible toilet facilities	Pupils, staff and visitors with physical disability needs	Allow room for independent access for personal hygiene and/or intimate care or nappy changing in KS1	Consider how to adapt area into disabled toilet/ care suite.	Site team	September 2029	All children and adults have access to facilities required to meet their needs.	Facilities available in the Foundation Village.



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Target	Target Group	Aim	Action	Responsibility	Time frame	Outcome	Current good practice
Improve access to the curriculum							
Full access to PE curriculum	Pupils with disabilities	To ensure the curriculum is available to all children	PE lead and SENCo to provide support and guidance to class teachers regarding suitable adaptations or specialist equipment, PE Equipment Audit to be undertaken and supplies purchased if required.	Class Teachers/ PE lead/ SENCo	Ongoing-developing as needs arise	All children have access to the PE curriculum appropriately and safely to the best of their ability, aiming for inclusive and safe practices.	PE lead liaises closely with INAs and SENCo regarding specific needs to plan for adaptations.



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Develop strategies for children with disabilities to enable increased gross motor skills to aid learning	Pupils with disabilities	To ensure the strengthening of gross motor skills to enhance learning	Carry out gross motor skills and sensory circuits interventions/ jump ahead appropriate to the child's disability and tailored to their educational needs	SENCo/ Pastoral Team/ Teaching assistants	Ongoing	Increased access to learning across the curriculum	SENCo tracks pupils progress with interventions using Edukey to ensure the delivery of these interventions. Additional screening used to identify pupils who may benefit.
Improving the quality of curriculum delivery/ pedagogy, inclusive of making suitable adaptations for pupils with SEND.	Pupils with SEND	To ensure the curriculum is pitched and delivered appropriately for pupils with SEND so that they access the curriculum and make progress from their individual starting points.	Monitoring and evaluation of current practices and feedback to move practice forwards. Regular Pupil Progress Meetings. Regular book looks for SEND.	SENCo/ SLT/ Teachers/ Teaching Assistants	Ongoing	Increased access across curriculum subjects.	Strategic deployment of staff to effectively meet the needs of learners. Training equips staff with an understanding of neuro-affirming approaches.