



Oakwood Primary Academy

Accessibility plan

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age in mainstream provision in England.

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. The plan should be read in conjunction with the school's SEND policy, and SEN information report and shall be published on the school's website.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment at the school and enhancing the availability of access to information, with a particular focus on students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in several areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Increasing the extent to which disabled pupils can participate in the curriculum						
1. Improving the quality of the design of the curriculum so that it fully meets the need of pupils with disabilities	English and Maths curriculums are sequenced appropriately and taught effectively		The wider curriculum is sequenced appropriately and taught effectively		Training equips teachers with the skills to scaffold learning effectively so that pupils achieve well across all subjects	
2. Resources are used effectively to increase access to the curriculum for all pupils	SEND needs are identified quickly and effectively so that expert advice can be accessed to allow pupils to access the curriculum		Strategic deployment of staff to effectively meet the needs of SEND pupils		Training equips all staff with the expertise they need to support pupils effectively	
Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided						
1. The physical environment meets the needs of SEND pupils	Access and egress to school site is improved including relaying and widening footpaths, improving lighting and clearer signage		Additional space in school is used effectively to allow disabled pupils to access a full curriculum alongside their peers		Remodelling of main school building includes consideration of wheelchair access – to include creation of medical room	
Improving the availability of accessible information to disabled pupils						
1. Improve communication with parents/carers of pupils with SEND	SEND information shared through newsletters and personalised correspondence		SEND information report and policy accurately capture the provision		Website includes detailed information on provision in school and guidance to external support and is accessible to all	

June 2021 This document will be reviewed every three years