



The Oaks Infant School Accessibility Plan

2025 -2028

1. Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’.

‘Long term’ means ‘has lasted or is likely to last more than 12 months.’

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors.

School curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.

Support services – access to services within and external to the school to support families where a disability is identified.

Awareness – building awareness of staff through training and development and heightening children’s awareness of issues related to disability.

Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

	Summary of progress to date in last three years	Objectives for improvement 2025-2028 (as funds allow)
Physical Facilities	- Replacement of all doors as part of a CiF bid - Replacement of front entrance door for better access to the main entrance to the school - Creation of two sensory areas to better support pupils with SEND - A disabled car parking space	- Improved safer access to TAC and Nursery - Lighting along main entrance pathway - Additional parking space outside TAC and clear access needed to ramp at all times of day - Replacement of flooring of reception playground
School Curriculum	- Continued investment in sensory and PE equipment to enable interventions such as BEAM and sensory circuits to be delivered - Increased support for more complex pupils to ensure they are able to access the curriculum - School’s own brokering of EP, OT and SaLT	- Ensure all pupils can access curriculum, including Online Safety curriculum, with small steps of progress as needed and increased opportunities for review and recall - Ensuring all teachers have a good understanding of the mainstream core standards, including ECTs - Training in aspects of the MCS
Support Services	- Training for staff as needed e.g. with diabetic nurse - Effective use of services such as LIFT, EP, OT, SaLT, EH / CSC, School Nurse, CYPMHS	- Makaton training for all staff – as appropriate - Increased provision of SaLT, EP and OT due to increasing need (but proving very difficult with funding issues)
Awareness	- Specific assemblies and fundraising - PD Curriculum ensuring acceptance of all - Discussions with pupils as required	Beginning a Project for the Inclusion of Neurodiversity in Schools – PINS – with the local authority and NHS September 2025
Communication of information	Arbor and Tapestry – extremely high levels of engagement with families	

	• FLO in place and establishing good relationships with families • SENCo establishes excellent relationships with families and colleagues • Website • Parents in Class and Parent Workshops • Newsletters • Additional support to access documentation for families who may find this difficult • Translation option on website (September 2019)	
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