Oathall School Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 (schedule 10) for:

- increasing the extent to which disabled students can participate in the school's curriculum
- improving the physical environment of the school for the purpose of increasing the extent to which disabled students, parents and other community stakeholders are able to take advantage of education and benefits, facilities and services provided or offered by the school
- improving the delivery to disabled students of information which is readily accessible to students who are not disabled

Aim	Current good practice	Actions to be taken	Person responsible	Success criteria
Increase access to the curriculum for students with additional needs.	Our school offers a differentiated curriculum for all students. This includes guided choices at Key Stage 4. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability.	Continue to review the school curriculum on an annual basis to ensure it is fully inclusive and meets the needs of all students. Continue to provide training and regular updates about tools and applications which are useful for delivering highly personalised teaching and learning. Continue to further refine systems to ensure staff can access key information about students' needs efficiently. Alongside this, provide regular updates about the learning needs of SEND students, look into how Bromcom can be utilised for this.	TDH – Curriculum FHD – T&L SENDCo and Learning Support Team	An effective curriculum which enables success for all learners

	The intent, implementation and impact of the curriculum is reviewed to ensure it meets the needs of all students. Targets and interventions are set effectively and are appropriate for students with additional needs. Specialist LSAs support interventions. All students given the opportunity to access all National Curriculum subjects using quality first teaching	Reporting system review is on our CDP, we are looking at how targets and interventions are shared with key stakeholders and reviewed with parents.		

Improve and maintain access to the physical environment	The environment is adapted to the needs of students, staff and visitors to the school as required. This includes: • Step free access via ramps available. • Electric stair lift in two key locations. • Dedicated disabled parking bays near to key parts of the school (reception, student services). • Disabled toilets in many areas across the school. • Disabled changing facilities available.	Ensure accessibility remains a key factor in the design of school redevelopments and new builds. We are due a rebuild in the coming years, disability will play a major factor in terms of decisions made.	Headteacher Business Manager Site Team	All stakeholders are able to access all areas of the school regardless of ability or need

Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Clear external signage • Internal signage/maps, including a disability map • Large print resources available • Use of signing to convey key information	Adhere to JCQ exam regulations: enlarged print Ensure students have equipment such as magnifiers and reading pens Liaise with external agencies such as PNI (Physical and Neurological Impairment Team), VI (Visual Impairment) and HI (Hearing Impairment) Consideration of using Bluetooth for hearing impairments.	Exams Officer Access Arrangements Coordinator Access Arrangements Coordinator SENDCo Learning Support Team	
A whole school approach to inclusion	Continuing staff training surrounding SEN, PP, and high-incidence disabilities	Staff are trained through T&L Portal, Inclusive classroom teaching tips and tools, INSET, staff meetings and external training opportunities	SLT SENDCo Designated lead for PP	A truly inclusive school in all areas of the curriculum, environment and resources in line with the equality act 2010.

SLT (FHD) will review the school accessibility plan annually.

Next review: April 2025