



West Oaks School Accessibility Plan and Assessment

Rationale for an accessible School

Vison Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. West Oaks School will support pupils to overcome any barriers they encounter to ensure they can access a rich and full education.

Introduction

This Accessibility Plan is drawn up in accordance with the Equality Act 2010 which replaced all existing equality legislation such as The Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Disability Discrimination Act 1995 (DDA) was extended to include education by the SEN and Disability Act 2001 (SENDA) and subsequently in 2002 the Special Educational Needs Code of Practice. West Oaks School will support pupils with medical conditions in full compliance with the Children and Families Act 2014 and the Department for Education document ‘Supporting pupils at school with medical conditions, December 2015’

West Oaks School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favorably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body:

1. To increase the extent to which disabled pupils can participate in the school curriculum.
2. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Key Objectives

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policies; the school recognises its duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of associated services.
- Not to treat any pupil less favourably.
- To take reasonable steps to avoid putting any pupil at a substantial disadvantage.
- To publish an Accessibility Plan The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

West Oaks School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Education and related activities

In order to accommodate the needs of individuals and achieve the key objective, the school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS.

Arrangements for an Accessible School

1. Providing an accessible and safe learning environment

An accessible and safe learning environment is necessary for all students. West Oaks School acknowledges the additional challenges our students encounter and with these in mind, those we encounter when making provision for the diverse range of disabilities and learning difficulties our students present. West Oaks School maintains a continual process of review to ensure accessibility is a priority within our provisions, making reasonable adjustments to premises used for teaching or other activities for our students.

The starting point is the following accessibility audit and assessment, a review of the physical site accessibility around the car parking areas, the reception and entry to the schools and any additional or external buildings. Our aim is to remove any potential barriers and put in place reasonable adjustments for these to be overcome, providing access to all appropriate resources, support and activities by our students.

2. School strategic and logistical planning and thinking through the issues

Our staff community are involved in the planning and development of an appropriate curriculum and optimum teaching environments. Class group locations and facilities required by our students are planned at all levels throughout the school year with buildings development planning around accessibility taking a priority. Areas which have recently been extensively refurbished and developed to ensure appropriate accessibility and access to specialist facilities include:

- A 40 year old building located at our Boston Spa Learning site. Adjustments have been made to the school building to make it accessible, taking account of current legislation, guidance and good practice
- A new and modern school build located at our Woodhouse Learning site which takes account of all current legislation, guidance and good practice regarding accessibility with input from the full range of building design and teaching professional's.
- A recently refurbished school located at our Headingley Learning site which also takes account of all current legislation, guidance and good practice regarding accessibility.

2.1 Considerations of different school locations, built and natural, in which pupils are taught and which must be conveyed to school staff and incorporated into any school policy and guidance information.

- Will a student have any difficulties getting to the locations or taking part in teaching and learning activities once there? How far is the journey to teaching areas and key areas of school where regular daily access is required? Is there a lot of walking/wheelchair movement involved? Is it up steps or changes to the ground level, Could some students experience fatigue.
- Would it be better to move the class/activity to a more accessible location (i.e. one with adjacent car parking, a ramp access to the building, a ground floor room, a quieter location, access to a lift, or a nearby accessible toilet/changing area)?
- Are there likely to be any health and safety implications to both students and staff, particularly in practical learning environments and activities. Is there a policy/procedure to ensure effective emergency evacuation and clear exit routes?
- Are relevant staff aware of the evacuation procedures that are in place and what their personal responsibilities are? Where there are safe refuges for wheelchair users in case of fire (Woodhouse Site, Headingley Site) when lifts cannot be used, do staff know where they are and what to do or how to operate the communication emergency intercom system?
- Will the student need support, such as from additional staff, a sighted assistant or a sign language interpreter? Have up to date PEEPs (Personal Emergency Evacuation Plans) been completed and conveyed to staff. Will this have any implications for the way in which the learning environment is managed (e.g. lighting levels, storage, Furniture layouts, seating arrangements, alarm warning systems)?
- Will a student need any specialist equipment (e.g. induction loop, audio recorder, CCTV) or adaptations to existing equipment such as installation of text-to-speech software on a PC? How will these be provided?

- Can any adjustments be made to the room to make it more accessible to people with a range of disabilities (e.g. providing extra lighting, more electrical sockets for specialist equipment users, a portable induction loop, an additional table for positioning an omni-directional microphone for a loop or radio aid system, height adjustable chairs, sufficient turning room for wheelchairs, installing a carpet to improve acoustics)?
- Can any adjustments be made to furniture and equipment used in areas of school?

3. Success Criteria

3.1 Increase the extent to which disabled pupils can participate in the school curriculum and disabled staff can feel secure working within the West Oaks workforce

- All policies clearly reflect inclusive practice and procedure
Clear collaborative working approach with parents/carers and outside agencies
- School staffing, ICT, Innovation and creativity strategies evident in classroom practice
- Variety of learning styles and multisensory activities evident in planning and in the classrooms.
- Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
- All children making good progress
- To ensure that disabled parents are not discriminated against and are encouraged to engage with the school community and be involved in their child's education
- Governors fully informed about SEN provision and progress

3.2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of their education and associated services.

- Enabling needs to be met where possible.
- Lively and inviting environment maintained.
- Inclusive child-friendly play areas
- Continued management and reduction in the number of physical site related accidents
- Independent accessibility around the school site for pupils in wheelchairs
- Staff training and support for specialist provision e.g. Rebound, Sports...
- Development and maintenance of the access to external areas around the school sites
- Provide accessible and safe external teaching and learning areas to ensure all pupils can engage with the outside world and natural habitats

3.3 To improve the delivery of information to disabled pupils and parents

- Increase visits to the school website
- Introduction and take up of the school's cashless payment systems

- Use of podcasts to convey information to parents and eliminate issues associated with poor parental literacy skills
- Overcome language barriers and improve translation of information for parent/carers with poor understanding of the English language

Whilst it may not be possible to make all the physical teaching environment suitable for all our students and their disabilities and/or learning difficulties due to some issues being out of the school's control, or we are unable to make the environment safe or appropriate, we would consider delivering an alternative educational experience or activity at an alternative location.

West Oaks School
Access Audit– Reception Areas and Entrance Lobbies (incorporating general access to site areas and car parks)

Name of Premises:	West Oaks School	Document Date:	30 th April 2026
	Boston Spa Learning Westwood Way Boston Spa Leeds LS23 6DX Headingley Learning Buckingham Road Headingley Leeds LS6 1BP Woodhouse Learning Crowther Place Woodhouse Leeds LS6 2ST	Duty Holder Name:	Keeley Murray
		Audited by:	Craig Wagstaff
Description:	Main School Sites	Date of Audit:	30 th April 2026

Ref.	Issue	Comments and Observations	Action Required	Action Completed	Completion Date
1.0	a. Is there a clear view for visitors and the receptionist of people entering and exiting the school reception; particularly from the outside b. Can arriving people see obstructions and people exiting the building	The view of arriving visitors by the receptionist is generally good. There is an intercom system with live image of visitors from both car park and pedestrian gates at all three sites. The location of the reception office does not give staff a direct view of visitors getting into school but they will not access school premises without admin staff authorisation via the intercom. There is a clear view for staff and visitors of any obstructions and people in the reception area.	Facilities Staff to monitor the intercom system to make sure it is operational at all times.	Ongoing	Ongoing
2.0	a. Car park and entrance lighting b. A dramatic change in lighting may cause distress and confusion	Generally, car park and entrance lighting to the externals of the building is good. Any issues with the lighting is reported to the facilities staff immediately.	N/A	Ongoing	Ongoing
3.0	a. Does access into the reception area make it easy for all persons, particularly wheelchair users and persons with impaired mobility and sight to enter the building b. Is the pedestrian route to the reception from the gates accessible to all persons (as above)	• Reception is accommodated with automatic doors for easy access. • Automatic doors are set to open when pupils arrive/leave school. • The reception area is tidy, and deliveries stored in a specific room or within the Main Reception office accordingly until sorted. • The pedestrian route in the main reception is clear and separated from the vehicles route.	N/A	Ongoing	Ongoing

	c. Is the route to the building separate from vehicle routes d. Are pedestrian routes clearly identified and separated from adjacent hard standings and vehicle routes	• Visitors' car park has a number of blue badges holders spaces which allow a fluent transit in busy periods during the day. • There are sufficient staff car park spaces/the main car park is big enough to accommodate the number of vehicles required to transport all pupils. • Passenger assistants and staff assist pupils in accessing the school building safely during the morning drop off and afternoon pick up on home/school transport. • The lobby itself does have adequate space for wheelchair users and those with partial sight and/or mobility. • The signing in table is at optimum height for all users			
4.0	Lobby area a. Does the inner door meet the same criteria as the outside door? b. Can the lobby allow use by wheel chair users	All inner doors are secured by an access control system operated by a fob for security reason. The access by a wheelchair user will need assistance to get through inner doors as they are manual, not automatic.	Staff is made aware of any visitors or pupils that may require assistance to travel around the school building.	Ongoing	Ongoing
5.0	Has the reception desk got an area to greet wheel chair users.	The Receptionists' desks are designed to meet the needs of all users.	No action required		
6.0	Is a telephone provided?	Telephones are installed throughout the school. Assistance is provided where required	All school staff to be aware of individuals needs when	Yes	Ongoing

		and identified in individual PEEP data. Any person who may require additional assistance to function appropriately in the school is identified at an early stage	they visit the school. This is covered in staff training sessions		
7.0	Waiting area 1. Is seating area firm and supportive 2. Is there space for wheelchairs	The waiting areas are located through the link doors for visitors to access after signing in. There are seating facilities and plenty of space for wheelchairs.	No action required	N/A	
8.0	Are surfaces suitable	All floor coverings are non-slip/slip resistant. All classrooms, toilets and corridors are fitted with carpet tiles and/or vinyl. Halls' flooring is laminated.	No action required	N/A	
9.0	Is access to all school buildings suitable	Boston Spa Learning consists of a main building and a number of outlying buildings. All are fully accessible with ramps. Headingley Learning has multiple buildings which are accessible from the main car park and reception. Both entrances have automatic doors and have adequate wheelchair access. The building has 1 lift and a wide main staircase to access all levels of the school. The playgrounds all have ramp access and are situated on the ground level. Woodhouse Learning consists of one building accessed from the main reception and the main car park. Both entrances have automatic doors and are at ground level so no need for ramps. The building has 3 lifts and 5 wide staircases to get access to all parts of the school. Some classrooms have direct access to playgrounds which are at the same level as well.	No action required	N/A	

10.0	Is general access into the building from the car park areas suitable	The area is suitable with the general condition of the surfaces acceptable. Paths are tarmac surfaced and light post all along.	No action required	N/A	
11.0	Is access across door thresholds suitable	At Boston Spa Learning all doors were replaced with aluminium doors. The external door thresholds are made of aluminium and suitable for wheelchair users. At Headingley Learning external door thresholds are made of aluminium and suitable for wheelchair users. Internal door thresholds are made of rubber. At Woodhouse Learning external door thresholds are made of aluminium and suitable for wheelchair users. Internal door thresholds are made of rubber.	No action required	N/A	
12.0	Improve physical environment of school environment	The school takes account the needs of pupils, staff and visitors and any physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Continue the school development taking account of these priorities.	Ongoing	Ongoing

Duty Holder Name:	Keeley Murray	Auditor Name/s:	
Signature:		Signature:	Craig Wagstaff
Date:		Date:	

Monitoring and review

This policy has been approved by the governing body and will be reviewed every three years or in the light of new guidance from the Department for Education or Local Authority.

Signed (Principal):

Signed (on behalf of the governors):

Date: