Oaklands Primary School
Accessibility Plan
2026 2027

Section 1: Vision statement

All schools are required under the Equality Act 2010 to have an accessibility plan, please read this in conjunction with our SEND Report.
We are fortunate that we have a new school building (opened 2010) which was purpose built to be inclusive of all pupils regardless of any physical disability, this includes specialist equipment. We also have an Autism Unit on site managed by the Local Authority again purpose built for their needs.

Our SEND Report outlines what we as a school can provide for children who have special educational needs and disabilities. This could be dyslexia, dyscalculia, social and emotional issues and may require some form of specialist aids or equipment and will always include reasonable adjustments to ensure all children can access the curriculum and school activities and events.

The purpose of the plan is to ensure we meet the needs of pupils and their families. The definition of disability according to the Equality Act being:
"You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities".

It is our aim to both meet and exceed the requirements of the Act wherever possible, please see the tables below which outline how we do this.

Please read this plan in conjunction with our Access Audit Check.

This plan was drawn up by Ali Gray (Inclusion Leader) and Heidi Nicholson (SEND Governor) in consultation with staff and governors

Approved by: *K Parr* Karen Parr (Headteacher)

Date: ……November 2026……..

Next review date: ……Autumn 2027……

Section 2: Aims and objectives

Our aims are to:

- Provide access to the curriculum for pupils with a disability
- Provide and maintain access to the physical environment
- Provide the delivery of written information to pupils and their families

The table below sets out how the school will achieve these aims.

Aim	Current good practice *Include established practice and practice under development*	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Provide access to school life for pupils with a disability	Provision of specialist equipment to increase access to the curriculum. One to one support for severely disabled pupils when required. Additional support for children with particular medical needs. Specialist Autism unit hosted on site and run by Somerset County Council. School owned minibus with disabled access.	TAs receive SEND training and follow a care plan when working with a disabled pupil. Staff working with a pupil receive training specific to the medical need (ie: diabetes) and work in close liaison with the family and school nurse. Shared expertise and inclusion where appropriate improves the well-being of pupils in the base and in mainstream classes This ensures that children with physical disabilities have full inclusion in school trips and events. It also gives children with social and economic disadvantages the ability to	Reviews to be held with medical professionals. Timescale of which is dictated by need. Annual review of care plan and update training, or more regularly if required. To enable accessibility features on	AG AG AG and BF		Full inclusion of pupils some with severe disabilities and or needs. Personalised care provided where needed, children confident and secure with the help they receive. Independence is promoted as much as possible. Good relationships with peers and staff. Good liaison

		participate in after school events that they might not usually be able to access due to transport.	school technology e.g. Chrome Books and iPads to support learners.			between school/home/medical professionals.
Provide and maintain access to the physical environment	Individual 'care plans' are created in liaison with families to ensure the physical needs of disabled pupils are met. Specialist equipment is in situ to assist pupils with physical disabilities. All of the internal access to the school is disabled friendly including door width and toilets. Use of IT and Wi-Fi	Care plans are updated regularly and particularly due to any change of need. The use of specialist equipment means that pupils can remain in school for the whole school day without missing too much of classroom time. Wherever possible this allows independent movement. All computing equipment is mobile and thus accessible across the site. Adapted or specialist equipment provided where possible in line with advice from specialist providers.	Investigate Local Authority grants to increase accessibility to the reading gazebo.	AG and PB		
Provide the delivery of written & spoken information to pupils and families	Use of 'loop system' in the school hall to aid hearing. Office staff provide enlarged written communication for parents with sight difficulties. All written information sent via the school app and email to enable them to access their own dictate features. School offer support with this when requested or as identified for individuals.	To ensure all pupils and visitors can enjoy and participate in school events and plays. To ensure all pupils can access written instruction and that parents are kept informed of what is going on at school.	*No further action required at this time.*			

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	We are a single storey building; the only teaching space difficult for disabled access is the Forest School hut. SEN path funding was applied for but not approved by the LA	*No further action required at this time.*		
Corridor access	All corridors meet DDA requirements and are large, well lit and level.	*No further action required at this time.*		
Lifts	None required no upper level.	*N/A*		
Parking bays	There are a number of allocated disabled parking bays, access at school pick up time is limited to disabled pupils and parents.	*No further action required at this time.*		
Entrances	There are three pedestrian entrances and one vehicular entrance which is the main entrance.	*No further action required at this time.*		
Ramps	Are not required. Dropped kerbs for wheelchair access are in place and the internal layout is level. Ramps to playground are installed and allow shallow rise access with hand rail.	*No further action required at this time.*		
Toilets	We have disabled toilets throughout the building all within easy reach of the classrooms. Some as specifically allocated to disabled pupils – one has a hoist one has disabled washing facilities.	*No further action required at this time.*		

Reception area	Accessible to all including disabled pupils or parents, no differing levels, wide entrance, purpose-built receptions desks at wheelchair height.	*No further action required at this time.*		
Internal signage	STC symbols and pictures are used where possible to enhance signage. Signs are predominately black text on a pale coloured background.	*No further action required at this time.*		
Emergency escape routes	We have at least two emergency exits in each classroom which either lead directly outside or into the year group corridors where there are two options for egress. When the alarm sounds access controlled doors/gates unlock, emergency lighting goes on if the usual lighting is compromised (internal and external) If necessary some children with a care plan also have an emergency evacuation plan within.	*No further action required at this time.*		

Other polices linked to accessibility which relate to this plan are:

SEND Policy
SEND Report
Educational Visits and Activities
Personal Care Policy
Equality Scheme
Supporting Pupils with Medical Needs
Complaints Procedure

Children who join or who are identified as having a physical disability or significant medical needs will be assessed by qualified staff and medical professionals. These children will then have a 'Personal Care Plan' created in liaison with the above, themselves and their family. The PCP helps to ensure that their personal care needs are met and to ensure they can access the curriculum, the building as a whole, rooms provided specific to their needs and any other activities available to all children as long as it is safe for them to do so. Where it is, on a rare occasion, possible that a particular activity or outing may not be suitable for all children or the child themselves does not feel able to participate an individual risk assessment will be carried out and the outcome discussed with parents. We would hope that a modified activity would be available and that would always be our aim. Part of our monitoring procedures includes reviewing PCPs.

Staff who assist children with PCPs whether part time or full time one to one will receive appropriate training, this can include manual handling, SEND training and specific medical needs training etc.