

## Accessibility Plan 2021 – 2024

### **Context**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the Equality Act 2010:

1. Not to treat disabled pupils less favourably for a reason related to their disability.
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
3. To plan to increase access to education for disabled pupils.

Oak View School is working within a national framework for educational inclusion provided by:

- Children and Families Act 2014
- Special educational needs and disability code of practice: 0 to 25 years (June 2014)
- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- Equality Act 2010
- Code of Practice for Schools (Disability Rights Commission)

At Oak View School we plan that:

-all pupils at have an EHCP in place before admission (Admission policy) and are identified as having Special Educational Needs, therefore our school curriculum and environment is accessible to all our learners. We address any barriers to learning through multi agency work and clear planning. These plans are reviewed regularly. We are also responsive when and if new barriers occur.

-we are a Total Communication Environment for all our pupils. As a Total Communication School, information is provided to our pupils in a range of ways and at an individual level to enable them to take meaning from the immediate world around them. We use a wide range of high and low tech resources and strategies to support communication.

-the environment in each of the classrooms is adapted accordingly to meet the needs of individual pupils in order that each learner can access their learning pathway and to be as independent as possible in doing so. Consistent daily routines are embedded throughout classes ensuring all children and young people are supported to understand what is happening now and what will happen next. A range of strategies and resources are used to support children's access to resources and learning and each individual child/young person's level of need is considered when planning for the curriculum and daily routines.

-there are a number of specialist spaces that are accessible to all pupils including a hydrotherapy pool, a soft play area, two sensory integration rooms and a sensory room.



-our building is accessible. The school stretches across a ground level plan in the most part. There are only 3 sets of steps in the school (two in Lower School and one over step out from the main building to the sensory playground). Lifts are in place at the stair points and a ramp is provided for access from the main building to the sensory playground.

-our curriculum is designed to meet the needs of pupils with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD). The curriculum allows the pupils to be placed at the centre of their learning (Learning Pathways) and enables staff to identify and address any barriers that arise. Consideration is given to all learning experiences, to make sure that ALL learners are accessing the activity in a way that is appropriate for them.

-to work effectively with other agencies and professionals. Oak View School holds great importance and value in multi-agency working with our colleagues involved in the lives of our pupils. This enables us to be constantly reviewing our pupils access to their education and uses the expertise of our colleagues in removing barriers to learning.

The Accessibility Plan is reviewed regularly and reported on to Governors annually.