



Four Oaks Primary School Accessibility Plan

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| Author: | Mrs Robinson |
| Position of Author: | Headteacher |
| Approved by: | Headteacher |
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| Status: | Four Oaks Community Primary School Specific Policy |

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| Date | Changes Made |
| September 2025 | No changes made |



Four Oaks Primary School

Accessibility Plan

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| Review by: | SLT, Governors |
| Approval: | Autumn 2025 |
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Policies linked to:

- Special Education Needs and/or Disabilities (SEN/D)
- Equal Opportunities Policy

This document also appears on:

- School Website
- Staff Share drive

THIS POLICY APPLIES TO EARLY YEARS, KS1 & KS2

This policy applies to governors, staff, pupils and visitors.

Introduction

The Disability Discrimination Act 1995, as amended by Schedule 10 of the Equality Act 2010, places a legal requirement on all schools to increase accessibility for disabled pupils for at least a rolling 3 year period. All schools are required to produce a written Accessibility Plan.

What is an accessibility plan?

An Accessibility Plan is a practical tool for implementing the school's policies to give access to disabled pupils and to pupils with learning difficulties. It is therefore an important adjunct to the school's policies on **Special Educational Needs and Disability (SEND)**.

Definition of disability

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. See our **Special Education Needs Policy** for further guidance.

Contents of plan

We are required to plan for:

- **Access for disabled people to the school curriculum (covered under Special Education Needs Policy).**
- **Access to the physical environment of school.**
This covers improvements to the physical environment of the school and physical aids to access education.
- **Communication to disabled pupils (covered under Special Education Needs Policy).**

History - Measures taken before the introduction of this plan

Four Oaks Primary School was built in 2012. Its building and grounds were designed to be suitable for all pupils and visitors including those with Special Educational Needs and Disabilities.

The building design includes:

- Ramped access to the foyer / front entrance of school
- Level entrance to all ground floor entrances and classrooms
- Installation of disabled toilet facilities on both floors and available in every first floor year group block;
- Contrasting décor around doors etc
- All areas are well lit
- Signage is clear and disability compliant
- Emergency evacuation signals include audio and visual signs.
- Wide corridor doors to allow for easy passage for wheelchair users.
- Lift to the first floor
- Evac Chairs at the top of all three stairwells.
- Information about pupils with LDD is recorded on our management information system and brought to the attention of all colleagues via new starter information from the Office to relevant colleagues and photographs of the child and their specific needs displayed in staffrooms and other areas as applicable. They are reviewed termly at SEND Pupil Progress meetings and at other meetings as applicable throughout the year.

Development of Four Oaks Accessibility Plan

At Four Oaks we value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

Our admissions policy (available to view on our website) seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities.

The Site Manager /H&S representative of the Governing Body regularly reviews the physical environment of the school ensuring disabled pupils are able to take advantage of education and associated services offered by the school.

The Plan that follows has been developed following

- an audit of existing arrangements within the school for accessibility to the school's facilities, curriculum and information by disabled pupils and to pupils with learning difficulties – **See Appendix A (Accessibility Plans)**
- Consideration of actions that could be taken to increase accessibility
- Allocation of priorities to these actions, taking account of existing and known prospective pupils, to determine an appropriate timescale for their completion.

Monitoring and review

The plan covers a rolling three year period (2025 to 2028) and will be reviewed in 2028 or earlier, if required, to meet the needs of new pupils. Resources from the school budget will be allocated to enable the implementation of the plan within the timescales given.

Other adjustments

As applicable and to meet specific needs of pupils at Four Oaks, reasonable adjustments will be made to:

- the curriculum, extracurricular opportunities and educational visits and other activities
- classroom organisation and timetabling
- access to school facilities including sports facilities and activities
- school policies including breaks and lunchtimes and dining experiences
- preparation of pupils for the next phase of education

Four Oaks will also make reasonable adjustments to the school for members of staff and the public with disabilities to attend as a place of work or events.

Where an auxiliary aid or service would support a disabled person to access school and its offer, Four Oaks will take reasonable steps to provide it.

We will take reasonable steps to ensure that lessons are organised in ways that offer the best possible opportunities for full participation by disabled pupils.

Four Oaks will identify designated members of staff with whom disabled pupils and their parents may discuss the specific requirements of their intended curriculum, in advance, to ensure that learning support and other needs are identified and made known to relevant staff. These members of staff will also enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.

The school will take all reasonable steps to ensure that a pupil who becomes disabled during their time at the school has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their time at Four Oaks.

Please also see the policy: Medical Conditions in school. All Four Oaks staff are First Aid trained every 3 years. This includes colleagues First Aid trained as Paediatric First Aiders. A defibrillator is on site and staff are trained in its correct use as part to the First Aid training. All staff know it is located on a shelf outside the school office door by the photocopier.

ACCESSIBILITY PLAN - PHYSICAL ENVIRONMENT

| Location/area | Action | Timescale | Review |
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| All buildings | Rolling 3 year programme of decorating all internal areas for visually impaired – e.g. contrast doors/surrounds | To be included in Maintenance schedule | On-going Fully achieved each year from 2012 onwards |
| Dining Room and School Hall | Installation of Sound Boards to reduce reflective noise | 2013 | Completed 2013 |
| Additional Evac Chair at 3 rd stairwell at front of school. (Evac chairs situated at the top of both rear stairwells have been in place since 2012) | Procure and make available Evac chairs to enable injured, disabled or otherwise impaired adults or children make a safe exit in case of emergency. NB Evac Chairs are in place at the top of both rear stairwells. | Autumn 2021 | Evac chairs reviewed as part of routine maintenance checks. |
| Minibuses | a) Provide ramps and wheelchair access OR b) ensure hired transport meets the need of the pupil | a) Summer 2022 b) In place | To be provided when required. |

Accessibility Plan – Educational Environment.

| Targets | Strategies | Outcome | Timeframe | Goals Achieved |
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| Ensure the curriculum and all school activities can be accessed by all children | Check timetable, classrooms and resources are not a barrier to any individual or group's access to the curriculum or activities. | All children access all aspects of the curriculum as appropriate to their needs. | On going | The school reacts to the needs of pupils so that the curriculum is accessible. |
| Ensure parents /carers have equal opportunity to access information from the school | Inform parents and carers that documentation is available in larger print on request. | Format of documentation altered appropriately. | As required. | The school reacts to the needs of parents/carers so all information is accessible. |
| All visitors to the school with physical disabilities are welcomed and their needs are considered. | When disabilities are known, sensitively plan for their needs. E.g. rearranging furniture to increase wheelchair access at performances. | Parents, carers and family members can be fully involved in school life and their child's education. | As Required. | The school reacts to the needs of all visitors so they can be fully involved in their child's education. |

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| Develop children's awareness of disability | <p>Invite people with disabilities to school to talk to the children.</p> <p>The curriculum provides opportunities to explore disabilities and disabled peoples' achievements e.g. in Art studies and through literature.</p> <p>Provide opportunities to show disabled people in a positive light.</p> | <p>Guest speakers share their experiences with children.</p> <p>English curriculum has planned texts to support awareness of disabilities. Additional resources and books are available in the library.</p> | On going | <p>See Long Term Plans which support this theme.</p> <p>E.g. a visually impaired teacher at Four Oaks who shared her experiences and taught the children about the role of her guide dog.</p> |
| Training for staff on how to use equipment and / or strategies as required by pupils with disabilities. | Enlist the services of external agencies to provide training on equipment and / or advice on appropriate strategies to employ. | Ensures that the pupils always get proper access to the curriculum. | On going | Successful case studies in school include a partially deaf child and a partially sighted child who were supported by school and external agencies. Both children accessed the curriculum. |
| Environment and curriculum accessibility | Seating plans developed in conjunction with SEND information. | Improve the accessibility to the curriculum | On going | Monitoring in 2025 shows that all classes have a seating plan that supports an inclusive education for all pupils. The plan is annotated to identify vulnerable groups. |
| Examination accessibility | Provision of scribes, prompters, readers etc to help pupils with SEND or disabilities | Improving access to examinations | On going | |