

Accessibility Plan



The National Curriculum Inclusion statement sets out three principles essential to 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.

All pupils are included and have appropriate access to:

- Quality first teaching.
- Appropriate differentiation and attention to individual needs within the classroom.
- Where appropriate, withdrawal groups are in place at KS3.
- Pupils are also able to choose Learning Support as an option to help support studies at KS4.
- A reading test is used in Y7 to assess and implement support where required to help boost reading ages along with confidence and a desire to read.
- A homework club is available, as is break-times and access to support from our Additional Resource Centre (ARC) and break-time clubs offered by a wide variety of staff.
- Extra-curricular activities supervised by staff are available for all pupils.
- Breakfast provision is available to all pupils before school 5 days a week.
- Staff are aware of individual pupil Special Educational Needs (SEN) via a 'Pupil Profile of Need' plan and the information contained on Go4Schools which has strategies on how to meet the needs of all pupils in their classroom. All staff are expected to access these to support with their planning.

Arrangements for Pupils with Disabilities

Pupils who have need of specific support for a hearing or visual impairment or those who have motor difficulties have specifically adapted admission arrangements. Over a number of visits to the school, well in advance of their admission, ARC staff and relevant outside support workers will work together to support them with transition needs. Staff will continue to monitor pupils throughout their time in school.

The school is equipped with a lift which enables all pupils with motor difficulties and mobility issues to access all floors and classrooms. The building is fully accessible to wheelchair users.

- The school is fully compliant with Disability Discrimination Act requirements.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.

- After-school provision is accessible to all children, including those with SEND.

In order to ensure access, the following are provided:

- A lift is installed close to pupil entrance.
- Handrails fitted to both sides of all stairways.
- Accessible toilets are available on all floors.
- Provided appropriate equipment to allow staff to continue to work.

Extra-curricular activities are open to all pupils regardless of Special Educational Need and/or Disability. In order to facilitate this specialist equipment has been purchased in PE, for example, to enable increased participation of all pupils. Physiotherapy equipment has been purchased to support pupils requiring mobility sessions in school.

Provision of information for pupils with SEN and/or disabilities

Oakwood High School endeavours to provide information to pupils about all agencies that could assist pupils with disability. Additionally, there is an extensive programme of Primary School liaison to assist with transition. An Additional Educational Needs Manager is employed to support pupils and arrange the transfer from primary to secondary education. Parents are kept informed of pupils' progress and are welcomed at additional meetings in school and that can assist with links to outside agencies.

The SEND Information Report and the SEN Policy are available on our website <http://www.oakwood.ac> having recently been rewritten (2020) in collaboration with other Inspire Trust Managers and Leaders to reflect the new SEN Code of Practice, 2014.

There is a transition club for feeder schools to aid with transition of SEN/vulnerable Pupils which operates over a 10 week period between March and June each year.

Implementation and Leadership

All complaints are dealt with through the Trust complaint procedure as approved by Trustees. The complaints procedure is linked to the statutory legislation outlined in documents such as the SEND Code of Practice, the Disability Discrimination Act and Removing Barriers to Achievement. All parents can apply for a copy of the policy relating to this or download details of how to contact the school from our web site www.oakwood.ac

The Additional Resource Centre (ARC) at Oakwood High School has extensive links with a wide variety of outside agencies that offer support to young people. This policy also features in the School Evaluation Form (SEF) and the School Excellence Plan. The Senior Leadership Team and the Governing Body have the responsibility for the implementation of the Disability Equality Scheme at Oakwood High School.

Impact Assessment

Regular training is provided for all staff. Staff monitor the impact of policies and practice through regular assessment points and data analysis. These are reviewed and updated regularly and implications to the school budget are taken in to account. This process is overseen by the SENCO and Director of Finance.

Policy Review	Every three years
Policy to be approved by	ELT and OHS LGB
Date of Review	December 2020
Approved by ELT and OHS LGB	
Next Review	December 2023 (subject to changes to the statutory guidance)
Lead Professional	Assistant Head OHS and Head of Learning Zone / SENCO OHS
Communication	Via HR System to all OHS staff