

Oakway Academy Accessibility Plan

Start and end date of plan: December 2024 - December 2025

Section 1: Vision statement

Comment on:

- *Requirement under the Equality Act 2010 for schools to have an accessibility plan*
- *Purpose of the plan*
- *Definition of disability according to the Equality Act 2010*
- *School aims and values*
- *How the plan links to other documentation and policies*
- *How the plan will be shared*
- *Internal and external monitoring procedures*
- *The plan's focus on the physical environment, curriculum, and written information*
- *Training*
- *Supporting partnerships to help develop and implement the plan, for example with the local authority, trust or federations*
- *Complaints procedures*

Approved by: William Thallon – Chair of the Board of Directors

W. A. Thallon

Date: 15th December 2024

Next review date: December 2025

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for children with a disability	The academy works closely with hearing impairment team to enable one child with hearing impairments to access the curriculum. Hearing support service provides support, training and resources for key members of staff. The visual impairment team also support with one child.	To implement advice received from visual impairment and hearing impairment services. To seek support from external agencies when needed.	Contact details for teacher of the deaf and visual impairment support. Invite/request reports for annual reviews. Monitor advice is implemented	Jacinta Gordon	September 2025 Spring/summer term Ongoing	Monitoring walks and lesson visits evidence appropriate strategies are in place to support children to access the curriculum.
Improve and maintain access to the physical environment	2 children require a PEEP for fire evacuation. Previously year group locations were swapped in order to accommodate a child on crutches. The building has undergone major refurbishment	To ensure safe evacuation routes for identified children.	PEEP written for individual child PEEP shared with key members of staff and parents/ carers	Kate Pettifer Cindy Howes	September 2025	All pupils and parents are able to access all areas of the site.

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	including a new building as such all areas are compliant with DDA					
Improve the delivery of verbal information to children	Hearing support service and visual support service provide support, training and resources on delivering lessons for children with hearing and visual impairments. Teachers and relevant support staff work closely with this service and ensure that all material is suitably adapted for relevant children.	<p>To ensure children can access all aspects of the curriculum.</p> <p>To fully embed the Academy Oracy Strategy to ensure high quality verbal modelling by teachers and pupils</p> <p>To embed the use of subtitles on presentation software</p>	<p>Organise handover of equipment between teachers.</p> <p>Arrange training for new members of staff</p> <p>Adapt resources and curriculum as advised</p> <p>Monitor strategies/advice is being implemented</p>	Jacinta Gordon	<p>July 2025</p> <p>July 2025</p> <p>Ongoing</p> <p>Ongoing</p>	Monitoring walks provide evidence that children are supported appropriately in order to access the curriculum.

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The academy is mainly on one site with the exception of one 2 storey building which Year 6 currently occupy. All other areas are accessible via ramps, wide doors and corridors.	Should a child require to be on the ground floor during year 6 classes would be swapped in order to facilitate this.	Kate Pettifer and Jacinta Gordon	As required
Corridor access	All corridors are wide and accessible. Fire doors within new main corridors have magnetic door openers.	None		n/a
Lifts	None on site	None		n/a
Parking bays	We have 7 disabled parking spaces which suitably marked and positioned near to main entrances.	None		
Entrances	Main entrance has electronic doors which open on approach. Front desk is at an appropriate height for wheelchair users. Entrances on to playgrounds are wide doors	None		
Ramps	Following recent refurbishment all entrances are compliant with DDA.	None		
Toilets	Hygiene room and new disabled toilets offer easy access to all pupils and staff if required.	None		

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Reception area	Main entrance has electronic doors which open on approach. Front desk is at an appropriate height for wheelchair users.	None		
Internal signage	All areas are well signed.	Braille signs if required in the future	Jacinta Gordon	As required in the future
Emergency escape routes	All exits are appropriately signed and accessible. All staff are aware of nearest fire exit. Fire drills completed on a regular basis.	None All staff aware of	Kate Pettifer	