

**OAKLEY INFANT SCHOOL  
ACCESSIBILITY PLAN***Thrive, strive and achieve together.**Article 2- I have a right to be protected against discrimination.***Introductory Statement**

This Accessibility Plan has been drawn up to cover the period from November 2025 to November 2028. The plan is available in large print or other accessible format if requested.

The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001.

Oakley Infant School is a Rights Respecting school and is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to promoting a culture of awareness, tolerance and inclusion. Oakley Infant School has signed the partnership declaration and is part of Basingstoke and Deane's Inclusion Diversity Partnership. The purpose of this plan shows how Oakley Infant School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

**Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 and 2005 (DDA):

"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."

**Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

**Principles**

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's SEND policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 framework which underpin 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
  - ensuring an ambitious learning journey for all pupils

**Activity****Education, curriculum & related activities**

The school will...

- continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from NHS Trust.
- ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils
- ensure classrooms are optimally organised for disabled pupils
- lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity
- lessons involve work to be done by individuals, pairs, groups and the whole class
- all pupils are encouraged to take part in music, drama and physical activities
- staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip-reading
- staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work
- staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education
- provide access to computer technology appropriate for students with disabilities
- school visits are made accessible to all pupils irrespective of attainment or impairment
- there are high expectations of all pupils
- staff seek to remove all barriers to learning and participation

### **Physical Environment**

The school will...

- take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- allow access for all pupils in the following areas - academic, sporting, play, social facilities, classrooms, the hall, library and playgrounds
- allow pupils who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities.
- ensure pathways of travel around the school site and parking arrangements are safe; routes are logical and well-signed
- ensure emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities
- ensure non-visual guides are used to assist people to use buildings
- ensure visual signing is clear to all pupils with disabilities
- ensure all areas are well lit
- ensure steps taken to reduce background noise for hearing impaired pupils
- ensure furniture and equipment is selected, adjusted and located appropriately

### **Provision of Information**

The school will...

- make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
- provide, on request, information in a simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information
- ensure information is presented to groups in a way which is user-friendly for people with disabilities
- ensure that staff are familiar with technology and practices developed to assist people with disabilities

### **Welcoming and preparing for disabled pupils**

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the school requires full information. The school will ask prospective pupils to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has an Education, Health Care Plan (EHCP), the school will work with the LA who make and maintain the EHCP to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Single Equality Scheme
- Health and Safety Policy
- Special Educational Needs policy and SEND statement
- Policy for Curriculum, Teaching and Learning
- Child Protection Policy

The Accessibility Plan and associated targets will be regularly monitored in order to assess the progress being made against the targets set. There will be a full review of the plan in the Autumn term 2028 when a new plan will be produced to cover the following three years.

The plan will be available on the school website.

APPROVED Buildings and Premises Committee  
REVIEW

Nov 2025  
Autumn 2028

## Oakley Infant School Accessibility Plan 2025-2028

## Increasing the extent to which disabled pupils can participate in the school curriculum

Target	Action	Success Criteria	Outcome	Time frame	Cost	Review (as appropriate)
Staff to increase knowledge and understanding of the needs of disabled pupils and differentiate the curriculum accordingly.	To ensure staff receive relevant training to increase skills and knowledge in teaching disabled pupils	Staff have received appropriate training.	Staff are skilled and confident in teaching pupils with disabilities	Ongoing		
Staff trained to meet the individual medical needs of pupils where applicable.	Staff complete training for specific needs.	Staff have received appropriate training.	Staff confident to deal with medical needs.	Ongoing		
Effective communication and engagement of parents.	Introductory meeting to discuss needs of the child and family.	Resources in place to meet needs of child and family.	Child and family comfortable and settled at school.	Ongoing		

## Improving physical environment to increase access to education

Target	Action	Success Criteria	Outcome	Time frame	Cost	Review (as appropriate)
Ensure areas of the school are accessible to wheelchair users.	Ensure kerbs and entrances remain accessible and are maintained appropriately.	Entrances and wheelchair access areas available and free from obstacles.	Safe environment with obstacles clearly marked and shared with families who require access.	Ongoing		

Evaluate day trips to ensure access for all in light of cohort.	Ensure all children are included in risk assessment for trips.	Child able to fully access any day trip available with risks assessed accurately.	All children engage with all areas of the curriculum.	Ongoing		
Maintain safe access round the interior and exterior of the school	Ensure all areas are safe and clear to ensure walkways are safe for all.	Children able to access all areas of the school safely.	All children able to access all areas of the school.	Ongoing		

### Improving the delivery of information to disabled pupils, staff and visitors

Target	Action	Success Criteria	Outcome	Time frame	Cost	Review (as appropriate)
Ensure website and information is fully accessible to disabled visitors	School website is accessible to disabled visitors and contains appropriate information	Website is accessible and relevant information is on the website	Visitors can access information concerning access arrangements	Ongoing	N/A	
Information to be available in alternative formats	Signage put in place informing visitors that information is available in other formats and school will make use of services available from LA to convert into alternative formats	Signage in place and use made of LA service (Ref <a href="http://www.w3.org/WAI/">http://www.w3.org/WAI/</a> )	The school will be able to provide written information for disabled visitors and pupils	Ongoing	N/A	
To ensure disabled visitors can gain access to the school.	Statement on the website advising disabled visitors to phone ahead so office staff can assist with access arrangement	Statement on website.	Visitors requiring special access arrangements are assisted by school staff where necessary	Ongoing	N/A	

Use a range of information to ensure it is appropriate for all children.	Continue to develop resources to promote inclusive access.	Staff have received training from agencies such as Primary Behaviour Support (PBS) and support agencies eg. Maple Ridge outreach.  Translation of resources into home language if required by families.	All lessons feel inclusive.  Children feel safe and happy at school.	Ongoing	N/A	
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