

Accessibility Plan			
Version	1	Approved by	Local Governing Body
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Lead officer	Head of School & COO	Review date	November 2024
Contact	Geraldine Lindsay/ Jonathan Hickey	Effective date	November 2023
Frequency of review	Annual or due to change in legislation	Reason for change	Updated version to reflect changes to Trust policies

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Through our differentiated pathways to success, Great Oaks students experience a broad and balanced curriculum where all individuals matter. Where inclusivity and communication are key from early developmental exploration, initiation and anticipation through to core subject concepts alongside vocational, hands-on learning and life skills.

- We inspire and enable students by celebrating progress from their starting points and knowing what needs to come next for each individual to achieve their best.
- We aim to develop confidence and independence alongside social and emotional skills, happiness and resilience.
- We aim for our students to develop a growth mindset through enjoying a challenge and learning from mistakes. Our students feel proud of their achievements and are rewarded with the most aspirational and meaningful accreditation to set them up for a positive future.

At Great Oaks, our students are more than a number, pupil voice is heard to make learning fun through an exciting range of opportunities and activities encapsulated by the Great Oaks Guarantee. Great Oaks is the place where students find their joy, we give students what they want while providing what they need.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Great Oaks School is part of the Specialist Schools Trust (SST MAT) and works in partnership with Southampton Local Authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the executive team, senior school leaders, governors and the wider school community.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Typical Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Ensure access to Great Oaks curriculum for students in their designated pathway</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all students, recognizing their individual requirements • Targets are set effectively and are appropriate for pupils recognizing their individual needs • The curriculum is reviewed to make sure it meets the needs of all students 	<ul style="list-style-type: none"> • Year 7 objective is to follow a formal curriculum taught by class teachers and is linked to a theme each half term. • Pathway 1 Objective is to cater for students who have more complex and higher dependency needs • Pathway 2 are classroom based but have access to some subject specialism • Pathway 3 follows a secondary mainstream timetable • Post 16 provision is offered at Great Oaks College. Typically for Pathway 1&2 students 	<ul style="list-style-type: none"> • Year 7 curriculum already in place with relevant resources. Issue is around numbers due to limited number of spaces available across LA • From Year 8 each student has an annual review through their EHCP. Resources/ Needs are identified 	<ul style="list-style-type: none"> • Leaders Management Team • Pathway Leads 	<p>Annual basis starting in Year 6 through admissions</p>	<ul style="list-style-type: none"> • Student retention • Levels of progress designed by Great Oaks

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift Access • Corridor width • Disabled parking bays • Access for disabled access Minibuses • Disabled toilets and changing facilities 	<p>Ensure flexibility of site to accommodate new students who have specific disability requirements</p>	<p>Admissions – Recognise specific access requirements and ensure site is able to accommodate</p>	<p>LMT, Admissions (Helen Sanger), Site Team</p>	<p>Annual requirement. Action before Autumn Term</p>	<p>Any changes are successfully implemented</p>

4. Monitoring arrangements

Due to the nature of the school and it's students this document will be reviewed every year by the Headteacher/Head of School, the Local Governing Body with actions followed up by LMT/Pathways Leads and Site Team.

It will be approved by Local Governing Board for Great Oaks School.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy