



## Accessibility Plan 2025/26

### Current Good Practice

Oaklands Primary School demonstrates a strong commitment to inclusivity and ensuring pupils with disabilities can fully access and participate in the curriculum. The school offers a differentiated curriculum tailored to meet diverse learning needs, supported by resources specifically adapted for pupils requiring additional support. Progress for all pupils, including those with disabilities, is carefully tracked, and personalised targets are set through a robust Assess, Plan, Do, Review (APDR) process. The school actively collaborates with external professionals such as physiotherapists, occupational therapists, speech and language therapists, and advisory teachers to meet individual needs effectively. Specialist equipment is provided where necessary to aid access, and reasonable adjustments are consistently applied, including for statutory assessments. Although the school site presents physical challenges due to its sloping terrain and multi-level buildings, Oaklands has made reasonable adaptations such as disabled parking bays, accessible toilets, handrails, and library shelves at wheelchair height to improve physical access. Communication is supported by a range of methods including signage, large print, pictorial symbols, sound field systems, and radio aids, ensuring that information is accessible to all pupils. This approach aligns with the school's vision of an ambitious and inclusive curriculum and its therapeutic, pupil-centred ethos highlighted in the latest Ofsted report.

### Objectives and Action Plan

| Objective  | Actions to be taken   | Success Criteria   | Person Responsible                     | Timeframe              |
|--|---|--|--|------------------------|
| Increase access to the curriculum for pupils with disabilities | <ul style="list-style-type: none"><li>- Review and refine the curriculum to ensure key knowledge is clear and manageable, particularly in foundation subjects, ensuring pupils with disabilities have full access to essential content.</li><li>- Provide ongoing professional development for teachers on effective differentiation and adaptive</li></ul> | <ul style="list-style-type: none"><li>- Curriculum plans explicitly identify key knowledge and are accessible to all pupils, including those with disabilities.</li><li>- Teachers demonstrate increased confidence and skill in</li></ul> | SENCO / Curriculum Leads / Headteacher | Ongoing; review termly |



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|  | <p>teaching strategies, including therapeutic behaviour approaches.</p> <ul style="list-style-type: none"> <li>- Continue to use and expand specialist resources and equipment tailored to individual needs.</li> <li>- Strengthen collaboration with external professionals to regularly update and implement personalised support plans.</li> <li>- Monitor curriculum progress and engagement for pupils with disabilities through regular APDR reviews.</li> </ul>   | <p>adaptations evidenced through lesson observations and pupil outcomes.</p> <ul style="list-style-type: none"> <li>- Pupils with disabilities show improved engagement and progress in curriculum areas.</li> <li>- APDR targets for pupils with disabilities are met or exceeded.</li> </ul>   |   |   |
| <p>Improve and maintain access to the physical environment</p>         | <ul style="list-style-type: none"> <li>- Conduct an accessibility audit of the school site specifically considering pupils with physical disabilities.</li> <li>- Work with external agencies (e.g., OT) to identify further reasonable adaptations.</li> <li>- Maintain existing adaptations such as disabled parking, toilets, handrails, and accessible library shelving.</li> <li>- Ensure new building or playground developments consider accessibility from the outset.</li> <li>- Provide staff training on supporting pupils with physical disabilities in navigating the school environment safely.</li> </ul> | <ul style="list-style-type: none"> <li>- Accessibility audit completed and action plan developed.</li> <li>- Physical environment adaptations maintained and updated as needed.</li> <li>- Staff demonstrate awareness and confidence in supporting physical access.</li> <li>- No reported barriers to physical access for pupils with disabilities.</li> </ul> | <p>Site Manager / SENCO / Headteacher</p> | <p>Audit by end of current academic year; ongoing maintenance</p> |
| <p>Improve the delivery of information to pupils with disabilities</p> | <ul style="list-style-type: none"> <li>- Continue to use and expand accessible communication methods including pictorial/symbolic representations, large print, coloured overlays, sound field systems, and radio aids.</li> </ul>   | <ul style="list-style-type: none"> <li>- Pupils with disabilities report, where able, that information is accessible and understandable.</li> <li>- Staff demonstrate competence in using a range of</li> </ul>  | <p>SENCO / Headteacher</p>                | <p>Review termly; ongoing implementation</p>                      |



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|   | <ul style="list-style-type: none"> <li>- Review and update internal signage to ensure clarity and accessibility.</li> <li>- Provide training for staff on communication strategies for pupils with different disabilities.</li> <li>- Ensure all key information including curriculum content and school communications are available in accessible formats.</li> <li>- Monitor the effectiveness of communication methods through pupil and parent feedback.</li> </ul>   | <p>communication methods.</p> <ul style="list-style-type: none"> <li>- Positive feedback from parents and pupils on communication accessibility.</li> <li>- All key documents and communications available in accessible formats.</li> </ul>  |   |  |
| <p>Ensure the best quality provision in the school's internal alternative provision</p> | <ul style="list-style-type: none"> <li>- Review and further develop the internal alternative provision to meet the needs of pupils awaiting specialist placements.</li> <li>- Continue to work with and Herts for Learning to enhance provision quality, through targeted use of School Effectiveness Advisor visits.</li> <li>- Provide targeted staff training in therapeutic behaviour support and differentiated teaching.</li> <li>- Monitor pupil progress and well-being within the provision regularly.</li> <li>- Gather pupil and parent feedback to inform improvements.</li> </ul> | <ul style="list-style-type: none"> <li>- Internal alternative provision meets pupils' diverse needs effectively.</li> <li>- Pupil progress and well-being in alternative provision is high.</li> <li>- Staff trained and confident in delivering therapeutic and inclusive education.</li> <li>- Positive feedback from pupils and parents on the provision.</li> </ul> | <p>SENCO /<br/>Alternative<br/>Provision<br/>Lead /<br/>Headteacher</p> | <p>Review termly;<br/>improvements<br/>ongoing</p> |

This plan will be reviewed regularly to ensure continuous improvement and alignment with the school's inclusive vision and statutory requirements under the Equality Act 2010.