



**Oakridge School and Nursery
Disability Equality Scheme and Accessibility Policy and Plan**

March 2026

Subject Leader: Assistant Head Teacher for Inclusion

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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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At Oakridge School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Oakridge School is committed to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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.

The Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the school and the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Oakridge School the Plan will form part of the School Development Plan and will be monitored by the Head Teacher and evaluated by the relevant Governors' committee. The current plan is included in this document.

3. Action plan

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

Please note that Oakridge School is an extremely difficult school to access in terms of its position on the side of a steep hill. It has a number of levels of access/flights of stairs. Access without steps is limited and there are numerous flights of stairs both within the building and in the outside areas.

The Plan for physical accessibility relates to the 'Access Audit' of the School, which remains the responsibility of the school and the governing body. It is important to note that it may not be feasible to undertake all of the works during the life of this Plan and therefore some items will roll forward into subsequent plans. An access audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Plan for the ongoing period.

The Plan contains relevant and timely actions to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Plan will be published on the school website. The Plan will be monitored through the Governor Finance and Premises Committee. The school will work in partnership with the Local Authority in developing and implementing this Plan. The Plan may be monitored by Ofsted during inspection processes. Oakridge School will take account of the needs of pupils and visitors with disabilities when planning and undertaking future improvements and refurbishment of the site and premises.

Action	Success criteria	Person Responsible	Completion Date
Increase access to the curriculum for pupils with a disability and/or protected characteristics	• Our school offers adapted curriculum to meet the needs of all pupils • Resources are adapted to meet the needs of the learners • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils including those with a disability and/or protected characteristics • Targets are set effectively and are appropriate for pupils with additional needs and/or protected characteristics • The curriculum is reviewed to make sure it meets the needs of all pupils • Continue to develop the curriculum and provision in the Den, the Meadows and the Glade	SENCo CLT Assessment lead Inclusion lead Class teacher Curriculum Lead Subject Leads	

Action	Success criteria	Person Responsible	Completion Date
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Seating • Ramps where appropriate • Disabled parking bays • Disabled toilets and changing facilities • Shelving at accessible heights • An environment to support visual impairment	SENCo CLT Site Manager	
Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Digital, audio or video formats • Written communication in different languages • Interpreters as required	SENCo Inclusion Lead Family support and Welfare Team Office Staff Class teacher	

Action	Success criteria	Person Responsible	Completion Date
Ensure that children continue to have increased knowledge of disabilities and protected characteristics	Our school raises awareness of disability and protected characteristics amongst all stakeholders • Staff aware of the principles of diversity and include these in lesson plans, teaching, displays and classroom environments • Continue to promote positive attitudes towards disabilities and what disabled people can achieve • Workshops and experiences for children to give them a greater understanding of disability • Highlighting key events such as the Paralympics • Ensure that all children are included in trips, assemblies, school council • Raising the profile of appropriate famous people, Guide Dogs, assistant dogs, and the role of young carers • Identify, respond, record and analyse incidents of inappropriate behaviour and respond to trends appropriately • Culturally diverse school trips and celebrations	CLT Class teacher Curriculum lead Subject Leads	

Action	Success criteria	Person Responsible	Completion Date
Offer additional support to meet the needs of young carers and their families	• Home visits for parents' evenings • Group support meetings for peer support and welfare • Building links with local Rotary or others to support Young Carers for school based trips and experiences • Highlight the group of Young Carers to be involved in additional school based enrichment activities	Family and Welfare Lead Pastoral Lead AHT Inclusion	
Ensure that the school is compliant with School Allergy Safety Bill (Benedict's law)	• Ensure that all staff receive appropriate training • HCP are updated and current • Designated allergy leads for staff and governors are appointed	Head Teacher Chair of Governors AHT Inclusion Medical Officer	

Communication

Oakridge School aims to provide the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe where this is reasonable and practical.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Linked Policies

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

• Behaviour Management Policy • Curriculum Policy • Critical Incident Support Plan • Equal Opportunities Policy • Health & Safety Policy • Equality Plan • School Development Plan • Special Educational Needs Policy •

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