



OAK TREE SCHOOL

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Purpose of Plan

The Trust's values are; be inclusive, aim high and work together; our aim is that every school in our Trust, whilst espousing our values and having a core of common policies and procedures, will serve its own community's needs in a bespoke way and also create a feeling of community within its own school. In that way all the potential and talents of every child and every member of staff will be nurtured.

The purpose of this plan is to show how our educational setting intend, over time, to increase accessibility to the physical environment, the curriculum and written information. That all pupils/students with a disability can take full advantage of their education and associated opportunities.

Key Aims

Maiden Erlegh Trust aims to treat all its pupils/students fairly, equitably and with respect. This involves providing access and opportunities for all without discrimination of any kind eg:

- To increase access to the curriculum for pupils/students with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
- To improve and maintain access to the physical environment of the schools to include all building works and contingency planning during the upgrades and developments.
- To improve the delivery of communications and information for disabled pupils/students and their families. The information should consider any disabilities that pupils/students and their families may have and their preferred formats. These will be made available within a reasonable timeframe in response to the needs for total access to the school's environment, curriculum and information and full participation in the school community.

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

The Trust supports any available partnerships to develop and implement the plan.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of our schools, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled pupils/students. 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.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the School Advisory Board.

Links with other policies

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

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

School Context

Oak Tree School is an ASC (Autism Spectrum Condition) and Associated Complex Needs Special School in Winnersh catering for up to 150 students, aged 5- 18 who have an Education Health Care Plan (EHCP). Students come from Reading, Wokingham and other surrounding boroughs.

ANNEX 1 – Curriculum Accessibility Plan

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
<p>Our school offers a differentiated and personalised curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Staff have high aspirations and expectations of pupils/students with SEND</p> <p>Curriculum is subject to ongoing review to ensure it meets the needs of all pupils</p>	<p>To develop bespoke and individualized curriculum to meet the needs of all our students.</p> <p>To ensure the curriculum offers appropriate pathways and next steps.</p> <p>To introduce vocational courses to prepare students for next steps</p> <p>To ensure staff have had adequate training to ensure they can accurately assess and therefore plan to have high aspirations/expectations of students.</p> <p>The school's curriculum is currently under review to ensure that</p>	<p>Regular review of current curriculum.</p> <p>Future Curriculum intent planned in advance.</p> <p>Annual consultation with students and staff.</p> <p>Access regular CPD opportunities and visit other similar settings.</p> <p>Staff are given time to plan for students with differentiated/individualised curriculum.</p> <p>The school will promote the use of AAC across all key stages to embed understanding of communication and developing the capacity of each individual to access the curriculum</p>	<p>Head teacher, clinical team, teachers and all staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Broad and balanced curriculum that meets the needs of all students.</p> <p>Curriculum allows for individual timetables.</p> <p>Curriculum provides challenge and ambition for all students.</p>

	pupils with more complex communication needs are accessing learning to the best of their ability. The school will use technology to enhance the curriculum offer.				
Develop sensory and outdoor opportunities for students	Add to the schools existing sensory facilities. Develop learning and exploration outside.	Begin developing Forest school facilities outside. Ensure there are a variety of outdoor sensory experiences for the students with a variety of needs in the sensory garden.	SLT team	Ongoing	Broad and balanced curriculum which enables the children to develop their learning and exploration.
Ensure AAC is available within all areas of the school and embedded in the curriculum and activity	To develop bespoke and individualized curriculum to meet the needs of all our students in line with their EHC plan.	Clinical team to work closely with the teachers through planning and implementation	SLT team and clinical team	On going	To ensure all children are able to express themselves effectively and are able to access the curriculum successfully.
Staff communicate with the Curriculum Lead and Exams officer to ensure the application of the correct Exam Concessions with a high success rate at application.	To ensure exam concessions are in place for all students as part of all ongoing assessments and exams	Regular meetings to take place with Exams Officer and assistant head teacher ensure awareness off examinations and Tests.	Exams Officer Curriculum Lead AHT	Ongoing	Students will have appropriate access arrangements to be able to successfully access examinations.

		<p>Ensure regular training for staff to ensure they are aware of how to effectively support a student with a concession during an exam</p> <p>A testing spreadsheet to be kept, with data relating to applying for exam concessions on it. Students to be tested upon entry to school and all areas and not just reading and maths.</p>	<p>Exams Officer/Curriculum Lead</p> <p>AHT/Exams Officer.</p>		<p>Staff will feel confident in supporting these students.</p>
Students have access to Curriculum onsite or remotely.	That all staff and students can flip to an online offering instantly.	<p>Ensure students have access to IT.</p> <p>Work available via Google classroom, email or through hardcopy packs.</p>	SLT team	<p>Ongoing</p> <p>Ongoing</p>	All students have the ability and knowledge as to how to access work remotely.
All staff including teaching assistants, build positive relationships, support flexibly and facilitating independent learning.	All staff develop learner resilience	All staff work hard to build positive relationships with all students	SLT team	Ongoing	Students engage with learning for longer periods
Cover staff, including supply teachers are clear about the additional needs of students and how to meet these needs.	Information is readily available instantly	New starters to read documentation in Staff Shared drive.	SLT team	Ongoing	Information is accessible for all

ANNEX 2 - Physical Accessibility Plan

<p>Current good practice <i>Include established practice and practice under development</i></p>	<p>Objectives <i>State short, medium, and long-term objectives</i></p>	<p>Actions to be taken</p>	<p>Person responsible</p>	<p>Date to complete actions by</p>	<p>Success criteria</p>
<p>The school is a purpose-built building and opened to students in September 2023. It has items that enable the needs of the students to be met i.e. Ramps, lift, wide corridors, Disabled parking bays, disabled toilets and changing facilities.</p>	<p>To ensure all students can access the school no matter what their need</p>	<p>Regularly review the changing needs of our students and make reasonable adjustments accordingly. Making use of Occupational Therapists as required</p>	<p>Head teacher, clinical team, teachers and all staff</p>	<p>Ongoing</p>	<p>The school is accessible to all and has the relevant equipment and planning to meet student's needs.</p>

ANNEX 3- Provision of Information Plan

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
<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Use of electronic communication using text/emails. • Hardcopy information available. • Parents receive communication through letters, texts, and telephone • Face to face meetings/virtual meetings when required. • Use of school website/twitter 	<p>To ensure leaflets, forms and classroom materials are available in different manners, such as large print text, to all that need it</p>	<p>Ensure that items can be translated/use of sign language if needed</p>	<p>All staff</p>	<p>Ongoing</p>	<p>The school has a range of resources available to meet the variety of needs for our students</p> <p>Systems are in place to ensure the required items are requested and obtained.</p>
<p>Student timetables are available pictorially.</p>	<p>All students have a pictorial timetable All student timetables are</p>	<p>Admin staff to ensure that timetables are up to date and place on the notice</p>	<p>SaLT and admin team</p>	<p>Ongoing</p>	<p>Timetables on the board</p>

	regularly updated and place on the notice board	board and sent to parents and students			
SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access).	Published on website	Update & review plan as and when required.	SLT	December 2023	Published on website https://www.Oak Tree-school.co.uk/page/?title=Key+Policies&pid=38
The 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters https://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=zeoPMiXSY6g is promoted.	Ensure leaflets are available for parents and signpost to website	Ensure information is available on school website.	Business Manager	Ongoing	https://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=zeoPMiXSY6g
Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way	The Trust dictates the overall layout of the website. Work could be done to liaise with parents about its content.		Trust/ Business Manager		
Review meetings etc are held at times when parents/staff are able to attend.	Parents evenings are held at suitable times Annual review dates will be	Ensure consultation with staff and parents	SLT	September 2023	Good attendance at Parents Evenings

	provided for the parents in advance, so they are able to make the necessary plans to attend.				
Students know who they can contact for information, advice and support.	Signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer	Ensure staff are aware of services	All staff	Ongoing	Parents are well informed

ANNEX 4: Preventing and Dealing with Discrimination Plan

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
Training is provided to all staff on some specific needs, such as Autism and ADHD and CPD is available through the School Nursing Team and Educational Psychology Service to continue to develop staff knowledge	To ensure staff working with a student with a specific condition have specific bespoke training in conditions that child has – including medical conditions	Training staff have received to be recorded on their training files and looked at when pairing a teacher and student A list of needs and diagnosis's to be kept by SENDCO.	SENDCO/ Business Manager SENDCO	Ongoing and as Required	Improve the educational outcomes of pupils with additional needs, enabling access to a curriculum that suits the student. Staff will have specific skills to work with these students
The school proactively include pupils/students with SEND, and their families, in all enrichment activities	Regularly engage parent's views on enrichment activities Develop after school activities when in the new build	Parents evenings	SLT team	Ongoing	Students engage and can access activities.
Where possible students are involved in the recruitment of teaching assistants and other school staff.	Engage the student council in class teacher and leadership roles.	Meet with student council	SLT team	Ongoing	Students have been involved in the recruitment of certain posts.

Students form school council.	Regular calendared meetings		SLT team	Ongoing	Minutes from meetings
Student with financial difficulties are supported to ensure they are able to participate in activities and events.	Up to date information on families is recorded and signposted to appropriate services for support	Key workers to ensure good working relationships with parents to engage in difficult conversations	SENDCO/ Business Manager	Ongoing	Students are able to access regardless of financial situation at home.
Students are provided with a bespoke transition schedule according to their needs.	All students to have transition plans and when necessary, work with the multidisciplinary team to support a smooth transition	Summer term home visits and setting visits	AHT - Pastoral	Ongoing	Transition is supported
The school works with behaviour support team works to improve attendance	Weekly meetings Clear attendance action plans	AHT and to meet weekly with behaviour support team	SLT team	Ongoing	Attendance improves
Anti-bullying Policy is clear, and this is reinforced daily.	To participate in the National anti-bullying week.	AHT to support with this for all staff		Ongoing	Reduction in bullying incidents