



## OAK TREE SCHOOL

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## Purpose of Plan

The Trust motto is “***schools for the community, schools as a community***” as our aim is that every school in our Trust, whilst espousing our values and ethos, 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 intends, over time, to increase accessibility to the physical environment, the curriculum and written information so 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 students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind e.g.:

- Total access to our setting’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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled 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 Local Transition 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
- Supporting students with medical conditions policy

This Plan should read in conjunction with the School Improvement Plan (SIP)

## **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 some other Berkshire Boroughs.

## **Accessibility Plan Vision**

Oak Tree School is an inclusive setting, it is fully accessible and has close links to the local community and external providers. The curriculum provides challenging and stimulating learning experiences, with realistic yet high expectations of standards, progress, and achievement for all.

Three key words sum up Oak Tree School's vision for accessibility for all:

### **Opportunity**

Oak Tree School will have a balanced curriculum meeting the needs of the students. There will be integrated therapy throughout the school and children will follow a pathway which will support them into later independent life.

### **Access**

To ensure students are able to develop as young people, a range of support and care is in place.

Students have the following support:

- Small class sizes which are led by subject specialists and supported by keyworkers/Teaching Assistants/High Level Teaching Assistants/1:1s.
- Full access to the curriculum using scaffolding and differentiation to meet students' individual needs
- Differentiated curriculum- formal and semi formal pathways to ensure each student's needs are met
- Allocated key workers
- Literacy and numeracy support; 'Catch up'
- Educational Psychologist visits
- Speech and Language and Occupational Therapist on site to support and shape the curriculum according to the pupil's needs
- Access to off-site provision appropriate for their learning outcomes.

## Achievement

All students study a broad and balanced curriculum. If the student is following the formal curriculum pathway in any subject, they will have the opportunity to study for their Functional skills or GCSEs in English, Maths and Science, with other subject areas developing over time. If the student is following a semi formal curriculum pathway, they will have the opportunity to work towards an ASDAN or vocational B tech qualification, with certification in the personalised skills for life curriculum.

We celebrate achievement in all aspects of learning and share positive experiences. Students who have 100% attendance and/or have received the required amount of points in Snapshot receive certification and rewards.

## Access to the Curriculum

We provide a differentiated and personalised curriculum to all our students dependent on their needs, including a mixture of group and 1:1 learning as well as off-site provision. The Oak Tree way provides our students with a clear path to a bright future through our realistically aspirational routes to success:

- Semiformal Curriculum- recognises that many of the young people have a range of complex learning difficulties; the curriculum is designed to meet learning needs by a personalised learning approach based on:
  - becoming literate communicators
  - becoming mathematical thinkers
  - the acquisition of early learning skills which encompasses
  - the development of thinking skills
  - play (emotional, cognition and social dimensions)
  - creative learning
  - Movement
- Formal curriculum- provides opportunities for young people who are typically able to access the national curriculum

We ensure all students can access activities that we offer and adaptations to activities are made to fulfil this aim. For students to access the curriculum, lessons are differentiated and take account of individual learning needs. Priority is placed on student participation, as independently as is possible. Adults and students are clear about the learning objectives and outcomes of the lesson, class, and individuals. All students follow a programme of study based on the National Curriculum, based adapted to suit their needs and to help meet the outcomes of their EHCP.

All students in year 10 and 11 have access to work experience placements in the area of their chosen career pathway.

## Access to Wellbeing services

Our key workers work with students and other agencies to ensure the needs of students are met. Students have access to the Designated Safeguarding lead, and the Deputy Designated Safeguarding leads.

Students have access to the clinical team (Speech and language and Occupational therapist) SENCO, literacy and numeracy support. If appropriate, students may access additional well-being services as dictated by their EHCP.

## Access to the School Environment

The Oak Tree School environment has been carefully designed to meet the needs of its school community. Internally, a colour palette was chosen to help distinguish between school zones and to aid student transition through different phases. For Primary students, accents of muted yellow tones have been used to signify happiness and hope. Secondary areas have calm greens that represents growth and nurturing. Those in 6<sup>th</sup> form have rooms showing hints of purple to bring balance and signify independence.

To support our SEND students with their learning journey, acoustic panels have been installed in large classrooms, along with study booths and break out spaces visible from both classrooms and main corridors. A lift is installed to provide access to the 1<sup>st</sup> floor.

In addition to dedicated classrooms, Oak Tree has several specialist teaching rooms e.g. ICT, Life Skills, music, drama, science and food tech. The school also benefits from physio & sensory rooms enabling students to have access to onsite provision that would not be possible elsewhere. Within the rooms, anti-barricade locks, vision panels and non-shiny floor surfaces have been used to enhance safety across the building.

Externally, the school has plenty of space at the front of the school allowing for safe transport of students. There are 6 accessible parking spaces and a safe walking route to the main entrance of the school. Students will have access to several sports pitches, a MUGA, quiet garden, and a scooter track.

## Access to Information

All information issued by the school aims to be user friendly and is shared via newsletters, letters, emails, and other forms of communication.

We encourage parents and professionals to take up the offer of having communications sent to them electronically as a way of reducing our carbon footprint. The school will provide information in alternative formats when required or requested. Not all parents have provided an email address.

## ANNEX 1: INCREASE ACCESS TO THE CURRICULUM – STATUTORY

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 pupils with more complex communication needs are accessing learning to the best of their</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>

	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.  Ensure regular training for staff to ensure they are aware of how to effectively support a student with a concession during an exam  A testing spreadsheet to be kept, with data relating	Exams Officer Curriculum Lead AHT  Exams Officer/Curriculum Lead	Ongoing	Students will have appropriate access arrangements to be able to successfully access examinations.  Staff will feel confident in supporting these students.



	To ensure we have a robust baseline testing programmes to ensure no student is left behind.	to applying for exam concessions on it. Students to be tested upon entry to school and all areas and not just reading and maths.	AHT/Exams Officer.		
Students have access to Curriculum onsite or remotely.	That all staff and students can flip to an online offering instantly.	Ensure students have access to IT.  Work available via Google classroom, email or through hardcopy packs.	SLT team	Ongoing  Ongoing	All students have the ability and knowledge as to how to access work remotely.
All staff including teaching assistant, 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: ACCESS TO THE PHYSICAL ENVIRONMENT - STATUTORY

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>The school will be a purpose-built building and will be open to the students in September. It will include 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>LA, Oak Tree School, MET and architects to work together on new school provision</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 will be accessible to all and will have the relevant equipment and planning to meet student's needs.</p>

### ANNEX 3: ACCESS TO INFORMATION ADVICE AND GUIDANCE - STATUTORY

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"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Use of electronic communication using text/emails.</li> <li>• Hardcopy information available.</li> <li>• Parents receive communication through letters, texts, and telephone</li> <li>• Face to face meetings/virtual meetings when required.</li> <li>• Use of school website/twitter</li> </ul>	<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 will have a range of resources available to meet the variety of needs for our students</p> <p>Systems will be 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 regularly updated and place on the notice board</p>	<p>Admin staff to ensure that timetables are up to date and place on the notice board and sent to parents and students</p>	<p>SaLT and admin team</p>	<p>Ongoing</p>	<p>Timetables on the board</p>

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 <a href="https://www.Oak Tree-school.co.uk/page/?title=Key+Policies&amp;pid=38">https://www.Oak Tree-school.co.uk/page/?title=Key+Policies&amp;pid=38</a>
The 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters <a href="https://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=zeoPMiXSY6g">https://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=zeoPMiXSY6g</a> is promoted.	Ensure leaflets are available for parents and signpost to website	Ensure information is available on school website.	Business Manager	Ongoing	<a href="https://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=zeoPMiXSY6g">https://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=zeoPMiXSY6g</a>
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 provided for the parents in advance, so they are able to make the necessary plans to attend.	Ensure consultation with staff and parents	SLT	September 2023	Good attendance at Parents Evenings
Students know who they can contact for information, advice and support.	Signpost families without the internet to One Stop Shops and libraries to access	Ensure staff are aware of services	All staff	Ongoing	Parents are well informed

	information and the Local Offer				
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## ANNEX 4: ENSURING INCLUSION IN THE SCHOOL COMMUNITY

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	Key workers to ensure good working relationships with	SENDCO/ Business Manager	Ongoing	Students are able to access regardless of financial situation at home.

	appropriate services for support	parents to engage in difficult conversations			
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	SENDSCO	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

## ANNEX 5: COMPLIANCE WITH THE EQUALITY ACT

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
SEN information is linked to the Local Offer	Published on the website	Annual checks	SLT	September 2023	<a href="https://www.Oak Tree-school.co.uk/attachments/download.asp?file=456&amp;type=pdf">https://www.Oak Tree-school.co.uk/attachments/download.asp?file=456&amp;type=pdf</a>
SEN information report is published annually.	Published on the website	Annual checks	SLT	September 2023	<a href="https://www.Oak Tree-school.co.uk/attachments/download.asp?file=456&amp;type=pdf">https://www.Oak Tree-school.co.uk/attachments/download.asp?file=456&amp;type=pdf</a>
Staff understand the needs of students and support them individually.	Staff have received training and information regarding all students learning and special educational needs. Information is supplied to all staff in students EHCP's and their individual learning passports	CPD Up to date information recorded in the appropriate place	All staff	September 2023	CPD training received Student passports produced
Inclusive, whole school policies, processes and practices are in place.	Published on the website All staff have access to all policies	Review regularly	SLT	September 2023	<a href="https://www.Oak Tree-school.co.uk/page/?title=Key+Policies&amp;pid=38">https://www.Oak Tree-school.co.uk/page/?title=Key+Policies&amp;pid=38</a>



The school endeavours to see the young person with SEND first and their disability second.	Daily briefings	Minutes to be taken of daily briefings	SENDCO/All Staff	Ongoing	Therapeutic approach is embedded
Remove or minimise disadvantages suffered by people which are connected to a particular characteristic they have (e.g., pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)	PSMSC curriculum Events to address different characteristics such as Anti Bullying week and Pride	<p>Publish attainment data each academic year showing how pupils with different characteristics are performing</p> <p>Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information</p> <p>Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying)</p>	SLT team	Ongoing	Reduction in incidents and language that is derogatory

<p>Take steps to meet the particular needs of people who have a particular characteristic (e.g., enabling Muslim pupils to pray at prescribed times)</p>	<p>Take inclusive steps to ensure all needs are met</p>	<p>Read all information about students, admission meeting with parents and child</p>	<p>Admissions</p>	<p>Ongoing</p>	<p>Students feel that needs are being met.</p>
<p>Promote acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum</p>	<p>Ensure this is covered through the PSD/ Humanities curriculum</p>	<p>Holding assemblies dealing with relevant issues Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community</p>	<p>AHT</p>	<p>Ongoing</p>	<p>Curriculum scheme of work QA by the Trust DOSCI</p>