Accessibility Plan

The Governors of Oakwood School are aware of their moral and legal duty under the Disability Discrimination Act to improve access to education and educational achievement for children with disabilities. Oakwood has considered access to the curriculum, improvements, to the physical environment and improvements to communication. The school has an action plan to address areas which require improvement and is mindful of its role both as an employer and as part of the wider community and so will aim to improve accessibility not only for pupils but also for staff and visitors with disabilities.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a cultural awareness, tolerance and inclusion.

Currently Oakwood School is accessible easily on the ground floor level. We are able to provide an extensive curriculum to ensure that students with disability are as equally prepared for life as are the able bodied students. This covers teaching and learning and the wide curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Improvements to the physical environment have been carried out which include:

- light paint schemes to help visually impaired children
- all lighting around the school has been upgraded
- student entrance with a ramp to help physically impaired children

We acknowledge that there is a need for a lift or stair lift for children to be able to access the second floor. This has been discussed with governors and should we have a student with that particular need then we would have the potential to install a stair lift on the back emergency staircase or a lift in the same area.

Improving the way information is delivered to pupils, parents and visitors with disabilities

Information that is normally provided in writing such as handouts, timetables and textbooks can be made more accessible by providing it in other formats such as:

- Braille
- Large print
- Audit format
- Using a symbol system

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Understanding the Curriculum

Students work with Speech and Language Therapists and Literacy and Numeracy HLTAs to support them with their special educational needs. We also have pastoral support programmes which support young people who have difficulties in accessing their learning due to their behaviour difficulties. All classes are supported by learning support assistants and the timetable is constructed to ensure that students have regular breaks and opportunities for fresh air and eating and drinking. Students are also provided with visual timetables.

The purpose of the curriculum is to help pupils to:

- develop lively, imaginative and enquiring minds
- acquire knowledge and skills relevant to adult life and a world of rapid and continuous technological change
- have sound numeracy and literacy skills
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- develop an understanding of the world in which they live
- appreciate human achievements and aspirations
- take their place in society as informed, confident and responsible citizens

Main Principles

- The curriculum should have the following characteristics: breadth, balance, relevance, differentiation; progression and continuity; coherence.
- The curriculum should promote knowledge and understanding; mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes
- Equality of access for all pupils to academic experiences
- The school should provide appropriate tasks and teaching techniques to support high expectations and appropriate challenge
- The requirements of the 14-19 White paper on "Increased flexibility" will be met
- All pupils have an entitlement to work related learning at KS4
- Parents should be provided with curriculum information relevant to their child
- The curriculum should be subject to planned evaluation and review

Assistive Technology

Microsoft's Windows 7 (and upwards) already comes packaged with a range of accessibility software that is specifically designed for those with varying disabilities; specially designed for the hard of hearing, the visually impaired and those with limited movement or a movement disorder.

These can be accessed through the 'Control Panel' or by pressing ÿ+u together, and is entitled 'Ease of Access'. Anyone who suffers from a hearing/visual/movement impairment and is a competent user of computers will probably be aware of this Microsoft feature.

The package includes:

- Narrator
- Magnifier
- High contrast
- On Screen Keyboard
- Sticky and Filter Keys

Any Apple/Mac users will have a similar package entitled 'Accessibility'. These can be accessed through 'System Preferences' and include the following;

- Voiceover
- Zoom
- Dictation
- Contrast Options
- Cursor Size

More info on Apple/Mac accessibility access can be found on their website: http://www.apple.com/uk/accessibility/osx/

With regards to dyslexia and coloured screens, we have found that the use of coloured screens is quite a subjective issue and what will work for one person will not necessarily work with another. In the old days of CRT monitors using coloured gels over the screen may have helped, but with the use of LCD/LED monitors the use of gels is considered now null and void, as the screen colour can be altered through the monitor settings quite easily.

However, we can if necessary provide extra appropriate equipment (in terms of both hardware and software) in an attempt to aid members of staff and students with disabilities and impairments.

School Transport

Students who require transport to school apply through BITU the special educational needs panel. Oakwood encourages independence and where possible students receive travel training and are encouraged to become independent travellers. We have a gold travel plan award and held this for two years.

Medical Reasons

If a child cannot get to school due to medical reasons or health problems we would support the hospital school and would provide work for the child to complete.

Improving the physical access environment

Target	Specific	Action/Timescale	Responsibility	Cost	Success
Layout of school buildings allows access for all pupils, staff, governors, parents/carers and visitors.	Lift or stair lift Clear and clean surfaces Regular site H & S checks	On-going daily, weekly and termly inspections	Site staff H&S lead Admin staff All staff awareness and reporting issues	Unknown as yet On-going maintenance and repairs Contracts in place	Would have to contact Bexley to fund if required
Improve signage and access for visually impaired people	Step edges painted yellow Braille signage	Investigate H & S requirements	Site staff	Unknown as yet	All step edges painted Braille signage throughout building
Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height as costs will allow	By 2018 dependent on finances	Site staff	Unknown as yet	All light switches, power outlets and emergency alarm buttons to be accessible to wheelchair users
Ensure all disabled pupils/staff/visitors can be safely evacuated	Personal Emergency Evacuation Plans in place for all identified with difficulties staff aware of wider responsibilities	Personal Emergency Evacuation Plans drawn up at pre-admission meeting Evac Chair to be available on second floor On-going. Fire drill termly and review of issues discussed with staff. Fire Marshall training in place	Site staff	N/A	Appropriate plans in place Equipment to be available on second floor
Ensure access to ICT equipment by all	Visual and hearing impaired.	Accessibility software in place for hearing, visually impaired and movement disorder – includes narrator, magnifier, contrast, screen keyboard, filter keys, voiceover, zoom, dictation, cursor size, contrast options, screen filter.	IT staff / SENCO	N/A	Strategies to be in place to increase ICT access
Ensure hearing equipment in classes and public areas to support hearing impaired	Installation of appropriate equipment	Research into equipment available to provide appropriate hearing loop system, on-going.	IT staff	Unknown as yet	Equipment in place to support hearing impaired