



ACCESSIBILITY PLAN

This policy applies to the whole school

This policy which applies to all staff and is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*. This accessibility plan applies to all provision delivered by Imperial Oak School, including any alternative provision or off-site settings operating under the school's oversight.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Policy Agreed: April 2026

Date Published: April 2026

Next Review: April 2027

Signed

Chizzy Chukwukere

Executive Head of School

Proprietor who is the Chair of the Advisory

Introductory statement: Schools have a duty to plan increased accessibility to the curriculum, the physical environment of the school and improve the delivery of written information to disabled pupils. This policy outlines our approach to this duty.

Imperial Oak School is a primary school for pupils aged 4-11. This accessibility plan has been drawn up in consultation with the management of Imperial Oak School and covers the period up until and including April 2027. We are committed to providing an environment which values and includes all children, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. 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 and this includes improving the delivery to disabled children of information which is readily accessible to children who are not disabled.

Therefore, our three-year Accessibility Plan is for:

- increasing the extent to which disabled children can participate in the school's curriculum;

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- improving the physical environment of the school for the purpose of increasing the extent to which disabled children are able to take advantage of education and benefits, facilities or services provided or offered by Imperial Oak School.

Background: The Equality Act 2010 places a duty on all of us to have due regard to:

- promotion of equality of opportunity between disabled persons and others;
- elimination of discrimination and elimination of harassment of disabled persons that is related to their disabilities;
- promotion of positive attitudes towards disabled persons;
- encouragement of participation by disabled persons;
- taking account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than others;
- not to treat disabled pupils less favourably.

Imperial Oak School wishes to ensure that any disabled pupils have as full a range of options, as is reasonably possible, open to them in both the curricular and co-curricular life of our school. We expect them to participate and achieve in all aspects of school life. We aim to identify and where possible remove barriers to disabled pupils' learning and inclusion, setting suitable challenges, responding to pupils' needs, and increasing access. We also wish to ensure that we can appoint the best candidate for any vacancy regardless of disability.

Imperial Oak School is committed to making reasonable adjustments to allow children with disabilities to access educational provision at the school. Imperial Oak School occupies a site consisting of a main ground floor building.

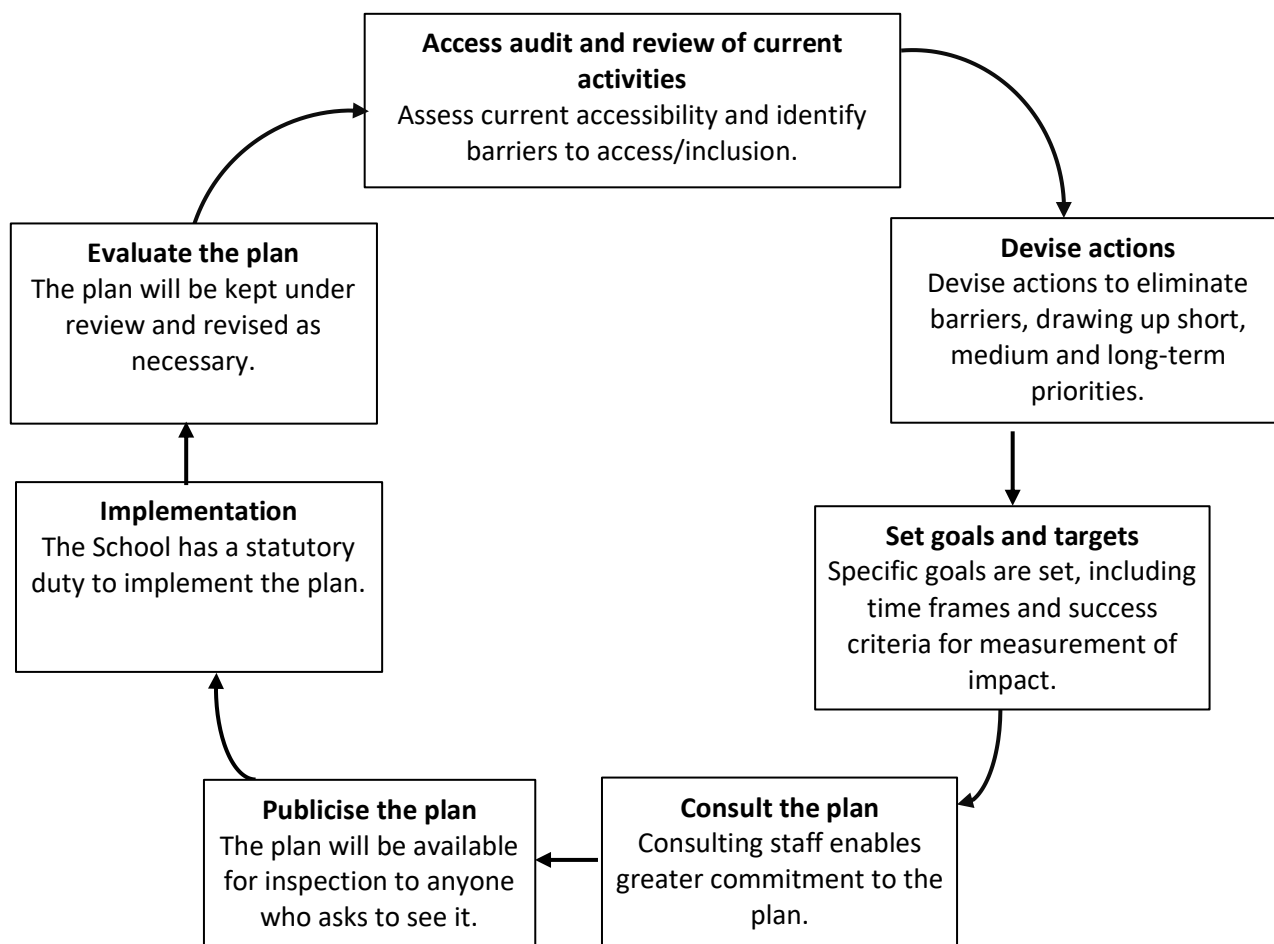
The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- Single Equalities Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities Policy
- Curriculum Teaching and Learning Policy
- Behaviour and Discipline Policy
- Risk Assessment and Student Access to Risky Areas Policy
- Positive Mental Health and wellbeing Policy
- Emergency Evacuation Procedures
- Reasonable Adjustments Policy

The Plan will be monitored by the Headteacher and SLT. There will be a full review of the Plan on an annual basis during the lifetime of the Plan (i.e. three years). The Plan will be renewed on a three-yearly cycle.

Developing Our Accessibility Plan

Imperial Oak School develops its accessibility plan in the following way:



Approach: Improving access to education and educational achievement by disabled pupil is essential to ensuring equality of opportunity, and full participation in society. This needs to be in a planned and strategic way. Many pupils within the school may be considered to have disabilities as defined under the Equality Act 2010, including those with autism and other additional needs.

The Equality Act 2010 emphasises the requirements for all schools to promote accessibility for those pupil with physical and sensory disabilities. Imperial Oak School accepts and endorses these intentions and therefore for the purpose of this policy document pupil with a disability will mean those who have physical and/or sensory impairments in addition to their core autistic disorder. The SPELL Framework emphasises structure, positive approaches, empathy, low arousal and links for understanding and responding to the needs of people with an autistic spectrum disorder.

Using SPELL small alterations to the physical environment and teaching approaches can vastly increase the capacity and accessibility for children with autism or related disorders to learn more effectively. For autistic pupils seemingly, incidental environmental factors will greatly increase stress levels, potentially leading to challenging behaviour and reducing their opportunity for learning. Consequently, buildings will be audited in line with SPELL to ensure acoustics, lighting, smells, signage and classroom organisation are calm and ordered in such a way to reduce anxiety and aid concentration. In accessing the curriculum autistic pupils including those with additional sensory and/or physical disabilities will have full access to all areas, provided at a suitable level and differentiated according to need.

All staff will be trained in autism and positive behaviour support. Our accessibility plan forms part of the annual School Improvement Plan. This plan focuses on three aspects:

1. Increasing the extent to which disabled pupils can participate in the school curriculum

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2. Improving the physical environment of school to increase the extent to which disabled pupils can take advantage of education and associated services and
3. Improving the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Imperial Oak School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind. Imperial Oak School aims to provide a kind, caring and inclusive environment where all children are valued, listened to, and treated with respect.

As an autism specific school, inclusion is integral to its ethos. Although mobility difficulties are not the main area of needs for autistic young people, they all face challenges with processing sensory information. Ensuring that the environment and the curriculum is adjusted to meet the variety of needs of the cohort of students is at the heart of Imperial Oak school's core practice.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including staff and governor

Three Year Accessibility Plan 2024-2027

Our three-year accessibility plan, which aims to accommodate a wider range of pupils with disabilities, ensuring equal opportunity, details targets, strategies and outcomes within a clearly defined three-year time frame. Many of these targets, once met, will become annual provisions.

Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Establish a comprehensive picture of the school's current accessibility.	Complete updated full-site accessibility audit.	SLT	Jan 2026	Completed audit – on-going revisions as required
Increasing the extent to which disabled pupils can participate in the school curriculum				
Comprehensive curriculum designed to ensure that all pupils can access it	Our school offers an individualised and differentiated curriculum for each child: <ul style="list-style-type: none"> • Use of bespoke and differentiated resources • Individualised termly targets focused on academic learning, social communication and emotional regulation (based on SCERTS framework) • Bespoke curriculum resources based on strengths and special interests of children • Children have access to a range of specialist support including SALT, OT, Creative Arts and PE staff 	SLT	Jul 2026	Curriculum pathways developed and specific pedagogical approaches established
Improving the physical environment of school				
Ensure building meets the needs of all pupils	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Low arousal colour scheme across school • Walls and floors insulated to reduce noise • Signage in words, Makaton and braille • Visual supports and communication aids accessible around school • Use of workstation screens • Access to a range of sensory spaces around school • Wide corridors • Car park for school transport • Disabled toilets, showering and changing facilities 	SLT Class teachers	Sept 2026	Renovation completed according to the mentioned criteria
Improve information available for families / carers				
Ensure families can access information provided	Website to be available in different languages	SLT	Sept 2026	Website available in at least 3 different relevant (representative of the school's cohort) languages
Improving the delivery of information to disabled pupils				
Our school uses a range of communication methods to make sure information is accessible to all pupils	Internal signage using words, Makaton and braille <ul style="list-style-type: none"> • Large print resources • Use of Makaton and/or visual supports on all 	SLT	Sept 2026	Areas in the building labelled using words, Makaton and braille

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	resources • Pictorial or symbolic representations throughout the building			
Our school uses a range of communication methods to make sure information is accessible to all pupils	Staff to be trained in Makaton	SALT	Apr 2026	Staff members are confident Makaton symbol users
Protected Characteristics				
All staff ensure that all children with protected characteristics are supported within the school: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.	SLT to ensure information is available and communicated to relevant staff regarding children with protected characteristics. Training is available to all staff to ensure up-to-date methods of support are being utilised.	SLT	Sept 2024 and ongoing	All staff are aware of children with protected characteristics and trained to deal with their needs.
Children with protected characteristics enjoy the same school experience, including access to trips and events	Liaison with parents to formulate action plans. Risk assessments carried out for the activity. Monitor provision for children with disabilities on school trips and off-site activities	Deputy Headteacher LA	Ongoing	All children enjoy the same school experience.
Ensure access for children with protected characteristics and short-term mobility issues.	Ensure access to the ground floor facilities for all children with protected characteristics and ensure adjustments made are reasonable and timely. Establish Risk Assessment for children who develop a mobility issue to identify any issues with accessing school buildings and fire and evacuation arrangements.	SLT SBM	When needed.	Ground floor fully accessible. Risk assessments established.
Welfare, Health and Safety of Pupils				
Equality Objective	Action	Lead	Intended Completion Date	Success Criteria

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To provide opportunity for pupils to develop their mental wellbeing.	Curriculum to develop pupils' ability to look after their mental wellbeing	Deputy Headteacher	July 2024	Children will be supported and taught to have the necessary skills develop mental wellbeing
Ensure effective provision for health care and medication provision.	Review/Update medical procedures. Review of Administration of Medication Procedures. Full review and audit of medical resources.	Deputy Headteacher SBM	September 2024	Effective procedures in place. Medical audit completed with next steps established.
Ensure the school can protect and support children with allergies as practicably as possible.	To review procedures on allergy management within the school. Update staff training and emergency procedures. Establish Risk Assessments for children with severe allergies.	Deputy Headteacher SBM	September 2024	Staff confidence increased and procedures understood by all. Risk assessments completed for identified children.
Health and Safety training for all staff as part of initial induction or as required.	Set of training programmes through providers. All staff to complete online or site-based training in Health and Safety, including Fire-safety.	Deputy Headteacher SBM	Ongoing	All staff will receive set package of H&S training which will equip them for working with children successfully.
Ensure medical information for specified children is clearly disseminated to required staff for school or off-site activities.	Review how medical info is initially sought/received and coordinated and who is in charge of keeping track. Information on specific children, including nut allergy sufferers, asthmatics and diabetes to be disseminated. EpiPen training for all staff. Liaison with parents to formulate action plans. Risk assessments carried out for the activity.	Deputy Headteacher SBM	September 2024	Staff will be fully aware of the medical needs of each pupil and will feel confident to care for their needs.
Staff Training				

Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Ensure all staff have up-to-date training on how to identify and support pupils with autism	Mental Health and Wellbeing	Mental Health Lead Deputy Headteacher	July 2026	Staff have confidence in identifying and supporting pupils with mental health issues.
	Behaviour Management (Team Teach)	Deputy Headteacher	Dec 2024 Ongoing (termly)	Staff have confidence in managing pupils' behaviour. Low-level behaviour incidences are rare.
	SCERTS	Deputy Headteacher	July 2026	Staff have confidence in using the SCERTS framework
	Equals curriculum	Deputy Headteacher	Oct 2024 Ongoing (termly)	Staff have confidence delivering our curriculum

Appendix 1 – Reasonable Adjustment

A. Legal Status:

1. Special Educational Needs and Disability Act (SENDA)
2. Equality Act (2010) and The Public Sector Equality Duty (2011)

B. Applies to:

1. The whole school along with all activities provided by the School, including those outside of the normal school hours.
2. All staff (teaching and non-teaching), the Advisory Board and volunteers working in the school.

C. Introduction

1. In accordance with the Equality Act 2010, Imperial Oak School must take steps to make reasonable adjustments for children and applicants with disabilities so that they are not put at a substantial disadvantage when compared with children and applicants who are not disabled.
2. Imperial Oak School therefore seeks to cater for each situation on its individual merits. This appendix is a general statement of our policy, which sets out the principles underlying our approach to making adjustments for children and applicants with disabilities and the factors Imperial Oak School will take into account when considering requests for reasonable adjustments.

D. When does the duty arise?

A student or applicant is disabled if they suffer from a *'physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal daily activities'* (Equalities Act 2010). In most cases, disabilities will have lasted or be likely to last for 12 months or more.

E. What is the scope of the duty?

1. Imperial Oak School seeks to ensure that children with disabilities and applicants are not put at a substantial disadvantage, by making reasonable adjustments:
 - to our policies and practices (i.e. the way we do things); and
 - by providing auxiliary aids and services (i.e. additional support or assistance).
2. There is no standard definition of an auxiliary aid or service.
3. Examples include:
 - pieces of equipment;
 - extra learning support assistance;
 - note-taking;
 - induction loops;
 - audio-visual fire alarms;
 - readers; and
 - assistance with guiding.

F. What is not covered?

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for children with disabilities. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

G. How are requested adjustments made?

Imperial Oak School considers whether there is any adjustment it could make to overcome any substantial disadvantage suffered by an applicant or student with disabilities. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.

If the child has a disability and you believe that they are being put at a substantial disadvantage compared with children without disabilities and there is an adjustment that could be made which would overcome this, the parents may write to the Headteacher, setting out in full the adjustment and (if necessary) how the school could put this into practice.

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H. The school's response

In some cases Imperial Oak School will be able to agree to and implement the requested adjustment as soon as possible. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the student or applicant is suffering and what measures it is reasonable for the school to take. In these cases, Imperial Oak School may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the child in question.

I. How will the school decide whether an adjustment is reasonable?

When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether making the adjustment would overcome the substantial disadvantage the child is experiencing;
- the practicability of the adjustment;
- the effect of the disability on the student;
- the cost of the proposed adjustment;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other children (and potential children).

J. Confidentiality

The parent (or the child if the school believes they are 'Gillick Competent' and have sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

K. Outcome

Once the School has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

L. What can you do if you are not happy with the School's decision?

If the parents are not happy with the School's decision about the reasonableness of the adjustment, they may lodge a complaint using Imperial Oak School Complaints Procedure.



Appendix 2: Imperial Oak School Health and Wellbeing Model

