OAKDENE
PRIMARY ACADEMY

GROWING FOR EXCELLENCE

Accessibility Plan

2026-2029

Version Number: 01
Ratified by Local Governing Body: June 2025
Next Review Date: June 2029
Academy Link: L Young

A GREAT PLACE **TO BE A PART OF**

MEMBER OF THE WADE DEACON TRUST

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Oakdene Primary School was opened in 1973 and an additional classroom was built in 2009. An ICT Suite was added in 2003. The front of the school was extended and re-modelled in 2010. Outside there are two hard play areas and a field. There are areas of grassed embankment to the play areas.
Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
Oakdene Primary School is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between different groups within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of schools' employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. In accordance with our *School Vision and Values*, we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

The plan will be made available online on the school website, and paper copies are available upon request.
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.
St Helens Council Property Services supported the school in adopting our Accessibility Audit.
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 pupils, parents, staff and governors of 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 disabled pupil faces in comparison with non-disabled pupils. 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.

Action Plans are attached, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Action Plan for physical accessibility relates to the Access Audit of the School, undertaken regularly by the School. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

The plan will be distributed to Parents via the School Website:
(www.oakdeneprimaryschool.co.uk).

Action plan

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

	STATUS:	**SCHOOL NAME: Oakdene Primary Academy**			
CURRENT FACILITIES – SCHOOL GROUNDS	**SATISFACTORY**	**COMMENTS/RECOMMENDATIONS**	**PRIORITY CATEGORY**	**SCHOOL PRIORITY**	**BUDGET COST**
A. ENTRANCE/APPROACH ROUTE **Is the approach route:**	**YES/NO Not Applicable**		**P1/P2/P3**	**H/M/L**	**£**
1. Clearly indicated	*Yes*				
2. Free of kerbs/steps/trips with discreet use of tactile paving	*Yes*				
3. Smooth surfaced and slip resistant	*Yes*				
4. Free from hazards (bollards, bins, outward opening windows)	*Yes*	*Approach routes should be free from obstacles with a well maintained even and level slip resistant surface without any trip hazards. Playground surface uneven*			
5. Wide enough for people with reduced mobility	*Yes*				
6. Adequately lit	*Yes*				
			P1 URGENT	H – High/Short Term	

P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED).	ESSENTIAL		
P2 NECESSARY WORKS TO PROVIDE APPROPRIATE FACILITIES AS PART OF A ROLLING PROGRAMME OF IMPROVEMENTS TO THE PREMISES IDENTIFIED FOR	P2 NECESSARY	M - Medium	**TOTAL**
IMPLEMENTATION WITHIN 3 YEARS **(BECOMING MORE INCLUSIVE)** **P3 DESIRABLE WORKS** TO BE CONSIDERED FOR INCLUSION WITHIN PROPOSALS FOR GENERAL REFURBISHMNETS/UPGRADING OF THE PREMISES WITHIN THE NEXT 3 TO 5 YEARS **(LONG TERM PLANNING FOR INCLUSION)**	P3 DESIRABLE	L – Low/Long Term	**BUDGET COST**

	STATUS:	**SCHOOL NAME: Oakdene primary Academy**	**BUILDING/BLOCK TITLE:**		
CURRENT FACILITIES – SCHOOL GROUNDS	**SATISFACTORY**	**COMMENTS/RECOMMENDATIONS**	**PRIORITY CATEGORY**	**SCHOOL PRIORITY**	**BUDGET COST**
B CAR PARK **IS THE CAR PARK:**	**YES/NO Not Applicable**		**P1/P2/P3**	**H/M/L**	**£**
1. Clearly marked out including provision for disabled parking	*Yes*				
2. Provided with drop kerbs or level/ramped access to entrance.	*Yes*				
3. Indicated by sign(s) and convenient to main entrance	*Yes*				
4. Smooth surfaced and slip resistant	*Yes*				
5. Free from hazards	*Yes*				

6. Adequately lit with lights positioned to avoid glare and silhouetting	*Yes*				
P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED).			P1 URGENT ESSENTIAL	H – High/Short Term	
P2 NECESSARY WORKS TO PROVIDE APPROPRIATE FACILITIES AS PART OF A ROLLING PROGRAMME OF IMPROVEMENTS TO THE PREMISES IDENTIFIED FOR IMPLEMENTATION WITHIN 3 YEARS **(BECOMING MORE INCLUSIVE)**			P2 NECESSARY	M - Medium	**TOTAL BUDGET**
P3 DESIRABLE WORKS TO BE CONSIDERED FOR INCLUSION WITHIN PROPOSALS FOR GENERAL REFURBISHMNETS/UPGRADING OF THE PREMISES WITHIN THE NEXT 3 TO 5 YEARS **(LONG TERM PLANNING FOR INCLUSION)**			P3 DESIRABLE	L – Low/Long Term	**COST**

	STATUS:	**SCHOOL NAME: Oakdene primary Academy**	**BUILDING/BLOCK TITLE:**		
CURRENT FACILITIES – SCHOOL GROUNDS	**C. SATISFACTORY**	**D. COMMENTS/RECOMMENDATIONS**	**PRIORITY CATEGORY**	**SCHOOL PRIORITY**	**BUDGET COST**
E. EXTERNAL CIRCULATION – FOOTPATHS **ARE PATHS AROUND THE BUILDING:**	**YES/NO Not Applicable**		**P1/P2/P3**	**H/ F. M/L**	**£**
1. Ramped where necessary at changes of level	*No*				

2. Suitably graded and not too steep	*No*				
3. Wide enough for people with reduced mobility	*Yes*				
4. Suitably surfaced, slip resistant and free from trip hazards/obstacles.	*Yes*				
5. Protected with appropriate handrails at changes of level	*Yes*				
6. Highlighted at steps with nosings marked and readily identifiable.	*Yes*				
7. Designed to provide disabled access to external recreation spaces.	*Yes*				
P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF			P1 URGENT ESSENTIAL	H – High/Short Term	
SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED). **P2 NECESSARY WORKS** TO PROVIDE APPROPRIATE FACILITIES AS PART OF A ROLLING PROGRAMME OF IMPROVEMENTS TO THE PREMISES IDENTIFIED FOR IMPLEMENTATION WITHIN 3 YEARS **(BECOMING MORE INCLUSIVE)** **P3 DESIRABLE WORKS** TO BE CONSIDERED FOR INCLUSION WITHIN PROPOSALS FOR GENERAL REFURBISHMNETS/UPGRADING OF THE PREMISES WITHIN THE NEXT 3 TO 5 YEARS **(LONG TERM PLANNING FOR INCLUSION)**			P2 NECESSARY P3 DESIRABLE	M - Medium L – Low/Long Term	**TOTAL BUDGET COST**

	STATUS:	SCHOOL NAME: Oakdene Primary Academy	BUILDING/BLOCK TITLE:		
CURRENT FACILITIES – SCHOOL GROUNDS	SATISFACTORY	COMMENTS/RECOMMENDATIONS	PRIORITY CATEGORY	SCHOOL PRIORITY	BUDGET COST
G. MAIN ENTRANCE/RECEPTION IS THE MAIN ENTRANCE:	**YES/NO Not Applicable**		**P1/P2/P3**	**H/M/L**	**£**
1. Clearly indicated and door(s) wide enough for disabled use	*Yes*				
2. Provided with a level threshold suitable for a wheelchair user.	*Yes*				
3. Door(s) provided with a vision panel at standing and seated levels	*Yes*				
4. External door easily opened at standing and seated levels	*Yes*				
5. Fitted with entry phone/security system suitable for use by disabled people	*Yes*				
6. Reception area clearly signed for users with mobility/sight impairment	*Yes*				
7. Floor surface suitable for wheelchairs and users with sight impairment	*Yes*				
8. Large enough for wheelchair access and movement	*Yes*				
9. Reception point fitted with hearing enhancement system	*No*	*Entrances should be provided with hearing assistance at reception point.*	P3	L	

10. Provided with suitable waiting area including space for wheelchair	*Yes*				
11. Lobby door(s) wide enough and provided with vision panel	*Yes*				
12. Decorated with appropriate colours	*Yes*				
13. Reception counter suitable for wheelchair users	*Yes*				
P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED).			P1 URGENT ESSENTIAL	H – High/Short Term	
P2 NECESSARY WORKS TO PROVIDE APPROPRIATE FACILITIES AS PART OF A ROLLING PROGRAMME OF IMPROVEMENTS TO THE PREMISES IDENTIFIED FOR IMPLEMENTATION WITHIN 3 YEARS **(BECOMING MORE INCLUSIVE)**			P2 NECESSARY	M - Medium	**TOTAL BUDGET COST**
P3 DESIRABLE WORKS TO BE CONSIDERED FOR INCLUSION WITHIN PROPOSALS FOR GENERAL REFURBISHMNETS/UPGRADING OF THE PREMISES WITHIN THE NEXT 3 TO 5 YEARS **(LONG TERM PLANNING FOR INCLUSION)**			P3 DESIRABLE	L – Low/Long Term	

	STATUS:	**SCHOOL NAME: Oakdene Primary Academy**	**BUILDING/BLOCK TITLE:**		
CURRENT FACILITIES – SCHOOL BUILDINGS	**SATISFACTORY**	**COMMENTS/RECOMMENDATIONS**	**PRIORITY CATEGORY**	**SCHOOL PRIORITY**	**BUDGET COST**

E	**YES/NO Not Applicable**		**P1/P2/P3**	**H/M/L**	**£**
1. Accessible to a wheelchair users	*Yes*				
2. Doors wide enough for wheelchair use	*Yes*				
3. Floor surface level and suitable for wheelchair use	*Yes*				
4. Door(s) provided with a vision panel at standing and seated levels	*Yes*				
5. External exit door threshold level and ramped externally	*Yes*	Hall door is			
6. Lighting and signage appropriate for visually impaired use	*Yes*				
7. Decorated with appropriate colour scheme	*Yes*				
8. Finished (floor/walls/ceiling) to provide satisfactory acoustic conditions	*Yes*				
9. Stage of raised area accessible to wheelchair users	*N/A*				
			P1 URGENT ESSENTIAL	H – High/Short Term	

P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED). **P2 NECESSARY WORKS** TO PROVIDE APPROPRIATE FACILITIES AS PART OF A ROLLING PROGRAMME OF IMPROVEMENTS TO THE PREMISES IDENTIFIED FOR IMPLEMENTATION WITHIN 3 YEARS **(BECOMING MORE INCLUSIVE)**	P2 NECESSARY	M - Medium	**TOTAL BUDGET**

P3 DESIRABLE WORKS TO BE CONSIDERED FOR INCLUSION WITHIN PROPOSALS FOR GENERAL REFURBISHMNETS/UPGRADING OF THE PREMISES WITHIN THE NEXT 3 TO 5 YEARS **(LONG TERM PLANNING FOR INCLUSION)**			P3 DESIRABLE	L – Low/Long Term	**COST**
	STATUS:	**SCHOOL NAME: Oakdene Primary Academy**	**BUILDING/BLOCK TITLE:**		
	SATISFACTORY	**COMMENTS/RECOMMENDATIONS**	**PRIORITY CATEGORY**	**SCHOOL PRIORITY**	**BUDGET COST**
F TEACHING SPACES/learning Zone **ARE TEACHING SPACES:**	**YES/NO Not Applicable**		**P1/P2/P3**	H/M/L	**£**
1. Accessible to and large enough for wheelchair users	*Yes*				
2. Clearly indicated and doors wide enough for wheelchair access	*Yes*				
3. Provided with vision panels to doors suitable for wheelchair users	*Yes*				

4. External door fitted with level threshold and ramp externally fitted	*No*	Small step from external door to playground. No ramp in place.	P3	L	
5. Provided with suitable lighting as necessary for pupils with visual impairment	*Yes*				
6. Acoustically satisfactory for hearing impaired pupils	*Yes*				
P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF			P1 URGENT ESSENTIAL	H – High/Short Term	
SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED). **P2 NECESSARY WORKS** TO PROVIDE APPROPRIATE FACILITIES AS PART OF A ROLLING PROGRAMME OF IMPROVEMENTS TO THE PREMISES IDENTIFIED FOR IMPLEMENTATION WITHIN 3 YEARS **(BECOMING MORE INCLUSIVE)** **P3 DESIRABLE WORKS** TO BE CONSIDERED FOR INCLUSION WITHIN PROPOSALS FOR GENERAL REFURBISHMNETS/UPGRADING OF THE PREMISES WITHIN THE NEXT 3 TO 5 YEARS **(LONG TERM PLANNING FOR INCLUSION)**			P2 NECESSARY P3 DESIRABLE	M - Medium L – Low/Long Term	**TOTAL BUDGET COST**

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CURRENT FACILITIES – SCHOOL GROUNDS	**SATISFACTORY**	**COMMENTS/RECOMMENDATIONS**	**PRIORITY CATEGORY**	**SCHOOL PRIORITY**	**BUDGET COST**
K TOILETS (*Not including disabled toilet)*	**YES/NO Not Applicable**		**P1/P2/P3**	**H/M/L**	**£**

DO TOILETS INCLUDE:				
1. Appropriate disabled pupil toilet facilities	*Use of Disabled toilet is suitable for ambulant disabled pupils with support rails fitted.* ***TOILETS – should be:*** • *1500 mm x 800 mm cubicle size for ambulant disabled* • *2200 mm x 1500mm minimum size for standard disabled layout and 2400 x 2200 for assisted use* • *fitted with vertical and horizontal support rails alongside wc and hand rinse basin* • *Designed for wheelchair and ambulant disabled use – basins to have rim height 720mm – 740mm above floor* • *Provided with an emergency assistance alarm – pull cord extended to 800mm above floor* • *Located with convenient access to appropriate changing facilities if not*			
2. Adequate space for wheelchair circulation				
3. Support rails fitted for users with mobility impairment				
4. Suitably fixed hand washing and drying facilities				
5. Accessible light switch and panic alarm				
6. Appropriate changing facilities	*incorporated within the toilet area* • *Situated with disabled toilet for adult use (staff/visitors) convenient to main entrance*			
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	P3 DESIRABLE	L – Low/Long Term	

	SCHOOL NAME: Oakdene Primary Academy		**BUILDING/BLOCK TITLE:**		
CURRENT FACILITIES – SCHOOL GROUNDS	**COMMENTS/RECOMMENDATIONS**		**PRIORITY CATEGORY**	**SCHOOL PRIORITY**	**BUDGET COST**
CORRIDORS			**P1/P2/P3**	H/M/L	**£**
ARE CORRIDORS:	***I***				
1. Wide enough for pupils with mobility impairment	*Yes*				
2. Free from physical barriers such as heavy doors	*Yes*				
3. Free from obstructions or trip hazards	*Yes*				

4. Adequately lit for pupils with visual impairment	*Yes*				
5. Appropriate for wheelchair users	*Yes*				
6. Signed for easy way finding inc. pupils with visual impairment	*No*	CORRIDORS *should be:* *Clearly signed and adequately lit with simple upper and lower case lettering and symbols to contrast with background. Tactile information provided for people with sight impairment (subject to specialist advice)*	P2	M	

P1 URGENT ESSENTIAL	H – High/Short Term	
P2 NECESSARY	M - Medium	**TOTAL BUDGET COST**
P3 DESIRABLE	L – Low/Long Term	

	STATUS:	**SCHOOL NAME: Oakdene Primary Academy**	**BUILDING/BLOCK TITLE:**		
	SATISFACTORY	**COMMENTS/RECOMMENDATIONS**	**PRIORITY CATEGORY**	**SCHOOL PRIORITY**	**BUDGET COST**

CURRENT FACILITIES – SCHOOL GROUNDS					
INTERNAL DOORS **ARE DOORS:**	**YES/NO Not Applicable**		**P1/P2/P3**	**H/M/L**	**£**
1. Easily distinguishable against surrounding wall surfaces	*Yes*				
2. Wide enough for wheelchair users	*Yes*				
3. Easily opened by users with mobility impairment	*Yes*				
4. Fitted with self closing devices suitable for wheelchair users	*Yes*				
5. Provided with vision panels at standing and seated levels	*Yes*	**INTERNAL DOORS -** *should be easy and safe to access – door vision panels positioned at least 500mm to 1500mm from the floor (if two panels – lower panel 500-800 above floor – higher panel 1150 – 1500 above floor)* *We would recommend that for any new doors fitted, a 400mm high kick plate be incorporated to protect doors from damage from wheelchair footplates.*			
6. Suitably signed for easy room identification	*Yes in most instances*	INTERNAL DOORS – *should be clearly signed and adequately lit with simple upper and lower case lettering and symbols to contrast with background. Tactile information provided for people with sight impairment (subject to specialist advice)*			
P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED).			P1 URGENT ESSENTIAL	H – High/Short Term	

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	P3 DESIRABLE	L – Low/Long Term	

	STATUS:	**SCHOOL NAME: Oakdene Primary Academy**	**BUILDING/BLOCK TITLE:**		
CURRENT FACILITIES – SCHOOL GROUNDS	**SATISFACTORY**	**COMMENTS/RECOMMENDATIONS**	**PRIORITY CATEGORY**	**SCHOOL PRIORITY**	**BUDGET COST**
P FIRE EXITS **ARE EXIT DOORS:**	**YES/NO Not Applicable**		**P1/P2/P3**	**H/M/L**	**£**
1. Clearly signed and easily distinguishable	*Yes*				
2. Wide enough for wheelchair users	*Yes*				

3. Ramped externally with appropriate gradient and handrails	*Most*	*The Learning Zone exit has a low step*	P2	M	TBC
4. Provided with a level threshold	*Yes*				
5. Provided with vision panel at standing and seated levels.	*Yes*				
P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED).			P1 URGENT ESSENTIAL	H – High/Short Term	
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P3 DESIRABLE WORKS TO BE CONSIDERED FOR INCLUSION WITHIN PROPOSALS FOR GENERAL REFURBISHMNETS/UPGRADING OF THE PREMISES WITHIN THE NEXT 3 TO 5 YEARS **(LONG TERM PLANNING FOR INCLUSION)**			P3 DESIRABLE	L – Low/Long Term	**COST**

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INTERNAL SURFACES ARE:-	**YES/NO Not Applicable**		**P1/P2/P3**	**H/M/L**	**£**
1. Floor finishes generally slip resistant and suitable for wheelchairs	*Yes*				
2. Wall finishes generally a balance of soothing/stimulating colours	*Yes*				
3. Finishes selected to avoid glare and reflection	*Yes*				
4. Colour schemes selected to differentiate parts of the school	*Yes*	*It is generally recommended that internal surfaces are decorated using colour, texture, acoustics, lighting and signage to help pupils and visitors to orientate themselves within the school – a balance of colour should be used to provide a combination of soothing and colourful stimulating environments.*			
5. Contrasting colours selected to identify doors/switches/fixtures	*Yes*				
6. Floor finish colours appropriate for visually impaired pupils	*Yes*				
P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF			P1 URGENT ESSENTIAL	H – High/Short Term	
SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED). **P2 NECESSARY WORKS** TO PROVIDE APPROPRIATE FACILITIES AS PART OF A ROLLING PROGRAMME OF IMPROVEMENTS TO THE PREMISES IDENTIFIED FOR IMPLEMENTATION WITHIN 3 YEARS **(BECOMING MORE INCLUSIVE)**			P2 NECESSARY	M - Medium	**TOTAL BUDGET COST**

P3 DESIRABLE WORKS TO BE CONSIDERED FOR INCLUSION WITHIN PROPOSALS FOR GENERAL REFURBISHMNETS/UPGRADING OF THE PREMISES WITHIN THE NEXT 3 TO 5 YEARS **(LONG TERM PLANNING FOR INCLUSION)**	P3 DESIRABLE	L – Low/Long Term	

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ACOUSTICS **IS THE INTERNAL ENVIRONMENT:**	**YES/NO Not Applicable**		**P1/P2/P3**	**H/M/L**	**£**
1. Generally suitable for pupils with hearing difficulties	*Yes*				
2. Free from background noise or limited to an acceptable level	*Yes*				
3. Provided with adequate sound insulation between adjoining rooms	*Yes*				
4. Finished with wall/floor coverings to reduce noise levels	*Yes*				
5. Designed with quiet areas) for small group teaching	*Yes*				
P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF			P1 URGENT ESSENTIAL	H – High/Short Term	

SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED). **P2 NECESSARY WORKS** TO PROVIDE APPROPRIATE FACILITIES AS PART OF A ROLLING PROGRAMME OF IMPROVEMENTS TO THE PREMISES IDENTIFIED FOR IMPLEMENTATION WITHIN 3 YEARS **(BECOMING MORE INCLUSIVE)** **P3 DESIRABLE WORKS** TO BE CONSIDERED FOR INCLUSION WITHIN PROPOSALS FOR GENERAL REFURBISHMNETS/UPGRADING OF THE PREMISES WITHIN THE NEXT 3 TO 5 YEARS **(LONG TERM PLANNING FOR INCLUSION)**	P2 NECESSARY	M - Medium	**TOTAL BUDGET COST**
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T LIGHTING **ARE:**	**YES/NO Not Applicable**		**P1/P2/P3**	**H/M/L**	**£**
1. Good levels of light provided wherever possible	*Yes*				
2. Windows or roof-lights protected to avoid glare	*Yes*				
3. Artificial lighting levels are able to be reasonably controlled and/or controlled	*Yes*				
4. Contrasting colours used to identify particular features	*Yes*				

P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED).	P1 URGENT ESSENTIAL	H – High/Short Term	
P2 NECESSARY WORKS TO PROVIDE APPROPRIATE FACILITIES AS PART OF A ROLLING PROGRAMME OF IMPROVEMENTS TO THE PREMISES IDENTIFIED FOR IMPLEMENTATION WITHIN 3 YEARS **(BECOMING MORE INCLUSIVE)**	P2 NECESSARY	M - Medium	**TOTAL BUDGET**
P3 DESIRABLE WORKS TO BE CONSIDERED FOR INCLUSION WITHIN PROPOSALS FOR GENERAL REFURBISHMNETS/UPGRADING OF THE PREMISES WITHIN THE NEXT 3 TO 5 YEARS **(LONG TERM PLANNING FOR INCLUSION)**	P3 DESIRABLE	L – Low/Long Term	**COST**

	STATUS:	**SCHOOL NAME: Oakdene Primary Academy**	**BUILDING/BLOCK TITLE:**		
CURRENT FACILITIES – SCHOOL GROUNDS	**SATISFACTORY**	**COMMENTS/RECOMMENDATIONS**	**PRIORITY CATEGORY**	**SCHOOL PRIORITY**	**BUDGET COST**
U – SIGNS **ARE SIGNS**	**YES/NO Not Applicable**		**P1/P2/P3**	**H/M/L**	**£**
1. Located in suitable positions externally and internally	*Yes,*	**SIGNS** – should be: Fixed in appropriate positions externally and within the building. Easily distinguishable and adequately lit with simple upper and lower case lettering and symbols to contrast with background.			

2. Easy to identify in terms of style, colour and size	*Yes*				
3. Designed and positioned to assist pupils, staff and visitors	*Yes*				
4. Simple and easily read with contrasting letters and background	*Yes*				
5. Adequately lit during normal school use and evening	*Yes*				
P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF			P1 URGENT ESSENTIAL	H – High/Short Term	
SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED). **P2 NECESSARY WORKS** TO PROVIDE APPROPRIATE FACILITIES AS PART OF A ROLLING PROGRAMME OF IMPROVEMENTS TO THE PREMISES IDENTIFIED FOR IMPLEMENTATION WITHIN 3 YEARS **(BECOMING MORE INCLUSIVE)** **P3 DESIRABLE WORKS** TO BE CONSIDERED FOR INCLUSION WITHIN PROPOSALS FOR GENERAL REFURBISHMNETS/UPGRADING OF THE PREMISES WITHIN THE NEXT 3 TO 5 YEARS **(LONG TERM PLANNING FOR INCLUSION)**			P2 NECESSARY P3 DESIRABLE	M - Medium L – Low/Long Term	**TOTAL BUDGET COST**

	STATUS:	**SCHOOL NAME: Oakdene Primary Academy**	**BUILDING/BLOCK TITLE:**		
CURRENT FACILITIES – SCHOOL GROUNDS	**SATISFACTORY**	**COMMENTS/RECOMMENDATIONS**	**PRIORITY CATEGORY**	**SCHOOL PRIORITY**	**BUDGET COST**

FURNITURE/EQUIPMENT IS	YES/NO Not Applicable		P1/P2/P3	H/M/L	£
1. Suitable equipment provided for pupils with special needs/disabilities	*Yes as required* .	*We would recommend that the school wait until it plans to admit a child with a disability before purchasing specialist equipment. The specialist equipment would be identified following an assessment of need by the appropriate personnel (such as an Occupational Therapist).*			
2. Any specialist area suitably fitted out	No				
3. Adjustable height worktop provided in practical teaching area(s)	Yes				
4. Specialist storage space provided for mobility aids	No	Not currently required.			
5. Furniture/equipment colour contrasted against background	Yes				
P1 URGENT/ESSENTIAL WORKS TO ENSURE COMPLIANCE WITH **STATUTORY** REQUIREMENTS AND/OR ADAPT THE PREMISES TO MEET THE NEEDS OF			P1 URGENT ESSENTIAL	H – High/Short Term	
SPECIFIC PUPILS WITH MOBILITY OR SENSORY IMPAIRMENTS (RESPONDING TO THE NEEDS OF A PUPIL ON ROLL OR DUE TO BE ADMITTED). **P2 NECESSARY WORKS** TO PROVIDE APPROPRIATE FACILITIES AS PART OF A ROLLING PROGRAMME OF IMPROVEMENTS TO THE PREMISES IDENTIFIED FOR IMPLEMENTATION WITHIN 3 YEARS **(BECOMING MORE INCLUSIVE)** **P3 DESIRABLE WORKS** TO BE CONSIDERED FOR INCLUSION WITHIN PROPOSALS FOR GENERAL REFURBISHMNETS/UPGRADING OF THE PREMISES WITHIN THE NEXT 3 TO 5 YEARS **(LONG TERM PLANNING FOR INCLUSION)**			P2 NECESSARY P3 DESIRABLE	M - Medium L – Low/Long Term	**TOTAL BUDGET COST**

Improving Physical Access			
Target	**Strategies**	**Timescale**	**Impact**
To be aware of the access needs of disabled children, staff, Trustees and parents/ carers	Review the needs of new pupil cohorts or mid-year admission pupils to ensure all pupils have appropriate access.	Annually or as pupils admitted	Adjustments are made in response to pupil need. School is accessible to all.
Make provision for emergency evacuation for a pupil with a physical disability.	Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired o Communication in print around school	As required.	Pupils with physical disabilities are evacuated safely from site.
Improving Curriculum Access			
Access to learning/ in class provision	Review SEND children's access to curriculum within class sessions. Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.	Ongoing.	All pupils access a broad and balanced curriculum. The SENDCo has a good knowledge and understanding of each child's needs and advises staff accordingly. Referrals are made to appropriate services.

	Ongoing monitoring from SENCO.		
	Liaise with external professions to incorporate strategies and support within classrooms and around school with children who require specific strategies, equipment and adaptions.		
All school visits and trips need to be accessible to all pupils	Risk assessments to ensure that all children including children with disabilities can access trips and have the support/aids required. Ensure venues and means of transport are vetted for suitability Ensure staff and volunteers are fully briefed about the needs of SEND pupils	Ongoing.	All pupils are able to access school trips and adjustments are made to meet need.

Disabled children can participate in whole school events, lunchtime and after school activities	Curriculum lead to monitor the participation of SEND pupils in extracurricular and enrichment events. Ensure the needs of all are considered and are equally represented at internal and external school events.	Ongoing.	SEND pupils are well represented in all school activities.
Maintain relevant equality, diversity and inclusion professional development opportunities for staff.	Use school context, data and knowledge of pupil needs to identify training requirements. Organise and implement training as required. Monitor the impact within school practice.	Termly.	Staff have a good knowledge and understanding of current legislation and the resources, strategies and interventions available to meet pupil need.

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 FGB.

Links with other policies

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

- Risk assessments
- Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication
Special educational needs (SEN) information report
Behaviour Policy
Supporting pupils with medical conditions policy