Twin Oaks

Accessibility Plan

The school where everyone is valued and all succeed.

Governing Body with Responsibility	Full Governing Body
Agreed by Governors on	22/10/2025
Chair's Signature	Samantha Hoyer
Staff Member Responsible for Review	SENDCO
Date for Review	October 2028

1. Aims

2. Legislation and guidance

3. Action plan

4. Monitoring arrangements

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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 access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment, subject to any planning constraints, of the school and physical aids to access education.
- Improve the availability of accessible information to disabled pupils

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.

Twin Oaks Primary 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 and are committed to providing for each pupil the best possible environment for learning and achieving.
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.

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.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Access to SATs for all pupils	Medium term: Review the current curriculum to check that all aspects of the curriculum can be accessed by all pupils.	Via assessment data and engagement (including assertive mentoring forms) check that all pupils are achieving their full potential, regardless of their disability. Applications are made to DfE within timeframes for additional support	Karen Cartwright HT Amy Langridge DHT Lisa Shearsby SENDCO Kirsty Pearce SBM Site Team	Regularly checked and updated accordingly.	Our school's curriculum can be accessed by all children including all those with a recognised disability. This ensures that all pupils achieve their full potential. Positive feedback from pupils and their parents/carers

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Elevators • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	None as school is recently built and conforms. Ramps may be needed based on individual assessments.	Site Team to support implementation of ramps / other equipment where needed.	Karen Cartwright HT Amy Langridge DHT Lisa Shearsby SENDCO Kirsty Pearce SBM Site Team	Regularly checked and updated accordingly	Our school's curriculum can be accessed by all children including all those with a recognised disability. This ensures that all pupils achieve their full potential. Positive feedback from pupils and their parents/carers
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Sound Field Systems • Pictorial or symbolic representations	To ensure that all pupils have the communication tools that will enable them to access essential information. This may include pupils with sight and hearing difficulties.	Liaise with the appropriate services within the LA to ensure that current pupils have the resources required to aid communication.	Lisa Shearsby SENDCO	Termly as part of the Assess, Plan, Do, Review Cycle (APDR)	Our school's curriculum can be accessed by all children including all those with a recognised disability. This ensures that all pupils achieve their full potential Positive feedback from pupils and their parents/carers

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

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