

**GREAT OAKS SMALL SCHOOL**

SAFEGUARDING COMMUNITIES    EMBRACING DIFFERENCE    UNLOCKING POTENTIAL

# ACCESSIBILITY PLAN

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2017 - 2018

**HEAD TEACHER: JULIE KELLY**  
**SENCo: KERRI BAKER**  
**HEALTH & SAFETY: ANDY CRANE**

**CHAIR OF TRUSTEES: PENNY JACKSON**

Date Agreed: JUNE 2017

Date of Next Review: JUNE 2020

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## Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to students of the same age.

Great Oaks Small School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged. This plan will be in response to the audit currently underway.

Our **special educational needs policy** outlines the school's provision for supporting students with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **Special Educational Needs Policy** for an outline of our full provision to support students with SEND.

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Great Oaks Small School's Special Educational Needs Policy and publication of equality information and objectives can be requested in hard copy from the school Office or downloaded via the school's website.

The table below is based on our current assessment of accessibility for students with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for students with SEND. Progress on these measures will be updated annually and reported to the Board of Trustees.

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.