



Oakfield House
School

**Outcomes
First
Group.**

OptionsAutism

Accessibility Plan

Oakfield House School

Updated 1 September 2024

Oakfield House School Accessibility Plan

Introduction

In 2010 the Equality Act replaced previous anti-discrimination laws with a single Act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The Act also strengthened protection in some situations.

The Act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The Act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations (such as private clubs).

It is unlawful for a school or other education provider to treat a pupil with disabilities unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

Direct Discrimination

An education provider must not treat a pupil with disabilities less favourably simply because of their disability. For instance, they can't refuse admission to applicants because they have a disability.

Indirect Discrimination

An education provider must not do something for all students which would have a negative effect on any student, unless they have a genuine reason. For example, only providing course application forms in one format, which may not be accessible for disabled people.

Discrimination arising from a disability

An education provider must not discriminate against a student because of something that is a consequence of their disability.

For example, they can't stop a pupil with a disability going outside at break time because it takes them too long to get there.

Harassment

Education providers must not harass students because of their disability.

Victimisation

It is unlawful to victimise a child for anything done in relation to the Act by their parent or sibling/s.

Making Adjustments

Education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to pupils with disabilities. Following consultation on implementation and approach, the duty came into force on 1 September 2012.

The Act makes it unlawful for the body responsible for the school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Accessibility for Parents/carers and Visitors

Oakfield House School is a period Victorian building and due to the constraint's placed upon us by its listing, only the ground floor is accessible for disabled/wheelchair uses. There are also accessible toilets located in the nearby Willows building.

For all meetings, the school will provide, if required, written information available in alternative formats and languages on request Parents/Carers and visitors can request this from reception or through , prior to a meeting, within a reasonable time period.

Appendices

Appendix 1 – Accessibility Plan:

This plan aims to ensure that:

- All pupils can participate in the curriculum
- The physical environment of the school enables all pupils and other stakeholders to take better advantage of education, benefits, facilities and services provided
- Accessible information is available to all pupils and other stakeholders.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Action points identified below.

Curriculum Target	Strategies	Timescale	Responsible	Success Criteria
Ensure all class-based staff have access to training on disability issues	Staff have ongoing CPD via the Shine Portal, and also in house, were necessary	Annually	SLT	Increased confidence of staff in strategies of differentiation
Ensure all staff are aware of each pupils needs	Set up an information sharing system for all staff including learning profiles and traffic lights.	Ongoing	SLT	All staff aware of individual pupils' access needs and specific medical needs
Ensure all staff are able to use the SEN software and resources	List available resources so that staff are aware	Annually	SLT	Resources are used effectively in lessons across the school

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.

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Options Autism**
