



Accessibility Plan Policy

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Policy Owner:	Clare Barker Gemma Mitchell (Sept 2025)
Ratified @ Committee Name / FGB & Date:	Finance & Estates 19.11.2024 Full Governing Board 30.06.2025

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of Christian values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.



Oakhyrst Grange School

Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhyrstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

DDSL: Gemma Mitchell (Headteacher)

DDSL: Faye Dance (Deputy Headteacher)

Telephone: 01883 343344

Safeguarding Team: DSL@oakhyrstgrangeschool.co.uk



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

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. The plan also reflects the Public Sector Equality Duty (s.149 Equality Act 2010), requiring schools to eliminate discrimination, advance equality of opportunity, and foster good relations.

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. It also takes account of the Children and Families Act 2014 and the SEND Code of Practice (2015, updated 2020).

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



Oakhurst Grange School

Background:

Oakhurst Grange School consists of two main buildings plus a swimming pool and extensive outside grounds which includes a tennis court, Multi Use Games Area (MUGA), a trim trail and woodland area.

The main building covers three floors in a Victorian building, that used to be a family home. There are some specialist rooms on the top and middle floors of this building (the library, IT suite and art room), the building does not have wheelchair access to the first and second floors.

The second building (the Brookes Winterflood Annexe) is a modern build that includes an accessible toilet and shower on the ground floor and lift access to the first floor.

There is a ramp to access the outside areas via the Kindergarten grass area and a paved path that leads down to the MUGA and woodland areas.

The swimming pool is accessible for wheelchair users but there is not a hoist to access the water.

The school caters for pupils aged 3-11 years and therefore we have regard to the Early Years Foundation Stage Statutory Guidance.



3. Action plan

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

Part A – improving access to the physical environment.

Examples of current good practice at Oakhyrst Grange School: Ramps (to the main building from the playground, outside the Cameron Hall to the carpark, from the KG playground to the grass area), a lift in the BWA building, disabled parking bays, disabled toilets and changing facilities (BWA building), regular Health and Safety walks and meetings.

Target	Strategies to meet target	Who has responsibility?	Evidence of implementation	Timescale
Improve and maintain access to the physical environment for all pupils, staff, parents and Governors.	To ensure any new planned building work complies with current regulations and considers access arrangements e.g. lighting, acoustics, corridor widths, ramps, carpet pile for wheelchair access etc. Any new building work or refurbishment will undergo equality impact assessment to ensure compliance with accessibility standards (BS 8300 and Building Regulations Part M).	Bursar/Head Teacher	Plans show evidence of access considerations.	Ongoing
	Temporary access plans to be put in place for pupils who might require them due to injury or planned operations e.g. consideration given to room changes within the timetable	SENDCo/ Head Teacher/ class teacher		As needed
	Ensure appropriate health and safety monitoring of the building and grounds so that access can be maintained e.g. lift maintenance, paths are kept in good condition etc.	Premises Manager Head Teacher Health and Safety Team	Health and Safety minutes detailing any concerns raised and actioned	Ongoing Regular Health and Safety walks and meetings



Part B – Improving access to the curriculum

Examples of current good practice at Oakhyrst Grange School: differentiated curriculum for all pupils, resources tailored to the needs of pupils who require support to access the curriculum, curriculum progress is tracked for all pupils, support plans are in place for pupils who require them and targets are set appropriately, exam access arrangements are put in place for pupils who meet the requirements, appropriate risk assessments are carried out so that pupils with disabilities can access trips and clubs, regular meetings with parents/class teachers and SENDCo.

Target	Strategies to meet target	Who has responsibility?	Evidence of implementation	Time Scale
Increase access to the curriculum for pupils with a disability.	Ensure all teachers are confident with adapting lessons and teaching methods so that the needs of all pupils are catered for. Staff training on SEND and accessibility will be refreshed annually, with records kept of training completion.	SLT/SENDCo	Termly monitoring of planning.	Ongoing
	Ensure whole school events and clubs can be adapted to include all children and parents with disabilities e.g. church visits, school performances, school sporting events etc.	SLT/SENDCo Educare courses		
	Provide teachers and support staff with CPD opportunities for developing their understanding of specific SEND needs and ways to support pupils e.g. ASD, ADHD, dyslexia, dyscalculia etc.			
	Undertake curriculum audits to ensure they are fully inclusive for pupils with disabilities.	Curriculum Leaders/SLT		
	Undertake a resources audit to ensure that people with disabilities are shown in them and in a positive way.	Curriculum Leaders	Updates to Long Term curriculum plans	



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	Ensure that pupils are given opportunities to share their views, concerns and ideas about accessibility.	Pupil Voice/ School Council/ Time to Listen/ PSHE lessons		
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Part C – improving general awareness of accessibility needs

Examples of current good practice at Oakhyrst Grange School: enrolment form asks parents if they have any disabilities, adults who need seating considerations for school performances contact the school office, anti-bullying week assemblies celebrating differences.

Target	Strategies to meet target	Who has responsibility?	Evidence of implementation	Time Scale
Improve understanding and awareness of adaptations that might need to be in place for staff, parents and Governors with disabilities in school.	Ensure everyone feels able to talk about any additional needs/support they might require – pupils, parents, staff, Governors, school visitors.	Everyone		
To improve access to information for anyone with a disability involved with the school.	<p>Ensure that information given out from school can be given in alternative formats e,g large print.</p> <p>Ensure that anyone with additional needs, such as hearing or visual needs, is seated in appropriate position for school performances.</p>	<p>Office staff</p> <p>All staff</p>		Ongoing
To increase staff and pupil awareness of disabilities and discrimination	Ongoing: assemblies, anti-bullying week, PSHE curriculum, Pupil Voice opportunities, open communication with staff and children.	SLT/ all staff		



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4. Monitoring arrangements

This document will be reviewed every 3 years by Governors and annually by SLT, 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:

- SEND policy
- Health and safety policy
- Risk Management policy
- Equality, Diversity and Inclusion policy
- Curriculum policy

This Policy is subject to regular review.