



Disability Access Policy
Includes EYFS

Date Reviewed:	28.06.2026
Next Review Date:	28.06.2027
Policy Owner:	Mrs Gemma Mitchell Miss Lana Sumners

Date	Amendment	Staff Member
27.04.2026	Policy standardisation	LS

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 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.



Oakhyrst Grange School

- 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.

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

Introduction

This policy addresses Independent Schools Inspectorate (ISI), effective from September 2023, Part 3 – Welfare, Health and Safety of Pupils. SEND Code of Practice: 0 to 25 years (DfE/DHSC, updated 12 September 2024), the Equality Act 2010 (including the duty to make reasonable adjustments and Schedule 10 accessibility planning duties), the Independent School Standards, Part 3, and the EYFS Statutory Framework (noting the new framework from 1 September 2025).

Special Educational Needs (SEN) refer to any circumstances resulting in an individual pupil requiring different or additional help in order to take full advantage of the educational opportunities offered to pupils of the same age. The areas of SEN include difficulties with one or more of the following areas: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical Needs.



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The Code requires all schools to examine all aspects of their provision of educational and associated services and to ensure that the appropriate responses are made to meet the needs of those with disabilities or special needs. Oakhyrst Grange is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to resources, to learning and to the curriculum. Additionally, Oakhyrst Grange actively promotes democracy, the rule of the law, individual liberty and mutual respect of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer.

Documents in support of this Policy include:

- Admissions Policy
- English as an Additional Language Policy
- Equality, Diversity and Inclusion Policy
- SEND Policy
- Accessibility Plan

This Policy will be reviewed on an annual basis by the School's Health & Safety Committee.

Admissions Policy

The aim of the Admissions Procedure is to ensure that all pupils that join Oakhyrst Grange School are able to be happy, successful and secure within our academic, cultural and pastoral environment. Entry to the school does not rely on passing a formal academic test. The school requires access to any relevant reports and information and pupils are invited to spend a Taster Day in the school prior to acceptance of a place. The purpose of this is to establish that the school will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers so that the pupil will have a complete, happy and successful time at Oakhyrst Grange School leaving confident and prepared for the next stage of their education.

When an application is made the school requests details of any special needs which a prospective pupil may have so as to enable the school to consider any reasonable adjustments it might need to make.

Oakhyrst Grange School does not discriminate on grounds of race or creed. We seek to operate our Admissions Procedures efficiently, fairly and sensitively. We value local and family connections within the school but also welcome new associations and links.

Pupils and their parents must be prepared to work with us for the good of the school community. They should understand our ethos, rules and aspirations and be prepared to work with the school to achieve and maintain them.

Oakhyrst Grange's policy is to apply the above criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of his or her ability.

Oakhyrst Grange School admissions process makes provision for the disclosure of disability and special needs and at all times the commitment of the school to deal appropriately and supportively in the admission's entry procedures is made clear to parents. In assessing any pupil or prospective pupil the School may take such advice and require such assessments as it regards appropriate. The school is sensitive to any request for confidentiality.



Appointment of Staff

Oakhyrst Grange School declares itself to be an Equal Opportunities Employer and is opposed to any form of discrimination against its staff or potential staff on the grounds of their race, colour, nationality, ethnic or national origins, sex or marital status, disability, sexual orientation, age or religious beliefs and practices. The School will ensure that, whenever practical, physical disability is in itself no bar to recruitment, promotion or training.

The School expects and places an obligation upon all its Governors, the Headteacher, the Senior Leadership Team and all staff to respect and act in accordance with the content and spirit of the policy.

The School has a duty under the SEND Code of Practice 2014 to ensure that less favourable treatment does not occur in the following areas:

1. Curriculum
2. Teaching and Learning
3. Timetabling, classroom and school organisation and setting
4. Serving of school meals and catering at events
5. Interaction with peers, activities and visiting speakers/organisations
6. Assessment arrangements
7. School discipline
8. Exclusion / suspension procedures
9. Preparation of pupils for their next phase of education including the transition process

These are all bound by the limits of reasonable adjustment as detailed in the DDA 2005.

Oakhyrst Grange Special Educational Needs provision is the responsibility of the relevant SENCOs designated for Early Years Foundation Stage (EYFS) and Pre-Prep and Prep and details can be found in the Special Educational Needs Policy. The organisation of the educational provision for any pupil with a special educational need is detailed in the SEND Policy. Assessment of all pupils is the responsibility of the Middle Leader with responsibility for assessment and reporting, who liaises with the relevant Head of Department and SENCOs, as outlined in the Assessment Policy. We endeavour to ensure that all subjects are available to each pupil, through differentiated teaching, adaption of resources and staffing.

Curriculum Activities

The Curriculum at Oakhyrst Grange is designed to help pupils to discover their talents in the broadest sense. Academic programmes and high-quality teaching will, it is hoped, instil a love of learning. The curriculum broadly follows and extends the National Curriculum to allow a combination of breadth and specialisation. It is designed to stimulate, challenge and support all pupils. The Curriculum is inclusive and fosters the development of key competencies; speaking, listening, literacy and numeracy. The School's Curriculum is designed to ensure that every pupil maximises their potential. Oakhyrst Grange School takes seriously its responsibility to prepare pupils for life beyond their time at the school. In general, high expectations are in place of all pupils and staff to remove all barriers to learning both within the curriculum and extra-curricular activity.



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Accessibility: Buildings and Site

Under the SEND Code of Practice 2014, the School has a planning duty to audit access to the site, the buildings and facilities. There are parts of the School which are accessible to those who use wheelchairs or those with considerable physical difficulty. Mobile ramps are used to enable easier access to the Hall, and Link corridor, and disabled parking is available for visitors at the front of the school. A lift is available in the BWA building. Access to other first floor areas cannot be organised in any substantial way by reasonable adjustment, short of making major alterations to the buildings at a prohibitive cost. However, every effort is made on an individual basis to support and accommodate any pupil/member of staff /visitor for whom these issues are identified as being challenging.

This policy and the Accessibility Plan are reviewed by the Health and Safety Governors' Committee Meeting on an annual basis. The School will also strive to ensure that all Staff and Governors give due regard to this Policy and its implications through staff induction, mentoring and professional development.

This Policy is subject to regular review.