



## **ACCESSIBILITY PLAN 2023-2026**

**This document should be read in conjunction with school policies  
on Admissions and Equal Opportunities**

**Last Reviewed: October 2023 (SENDCO & DFO)      Date of Next Review: June 2026**

### **Introduction**

The Accessibility Plan sets out the proposals of Oxford High School to meet its duty to:

- (a) increase the extent to which disabled pupils can participate in the school's curriculum
- (b) improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school, and
- (c) improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled

The priorities for the plan are set in light of an examination of the information that the school has gathered when looking at options for improving accessibility within existing arrangements and an audit of the school site for accessibility. The plan is resourced, implemented and revised by the SLT as necessary, and the premises plan is on the standing agenda for the Health and Safety Committee which meets each term. The premises audit is reviewed by the GDST surveyor and DFO and money is allocated from the Central Maintenance budget and/or Delegated Maintenance budget as appropriate.

# Reasonable Adjustments

It is a statutory duty to make reasonable adjustments under The Equality Act (2010). The reasonable adjustments duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service'.

In the Equality Act 2010 there are 3 elements to the reasonable adjustments duty that relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features (The physical features element does not apply to schools in relation to disabled pupils; instead, they have a duty to plan better access for disabled pupils generally, including in relation to the physical environment of the school.)

The duty requires a school to take POSITIVE steps to ensure that disabled pupils can fully participate in the education provided by the school. For disabled pupils the following need to be avoided: discrimination – direct and indirect, and failure to make reasonable adjustments; harassment; and victimisation.

The duty is an ANTICIPATORY one owed to disabled pupils generally. The reasonable adjustments duty applies to prospective disabled pupils and may need to be considered at the point of admission.

The Act does not say what is 'reasonable' (see Guidance for Schools in England (Equality and Human Rights Commission), but factors include: the resources of the school; the financial costs; the practicability; and the interests of other pupils and prospective pupils.

The Equality Act: '... A person has a disability ... if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on [his] ability to carry out normal day-to-day activities'. Whether a person is disabled for the purpose of the Act is generally determined by reference to the EFFECT that impairment has on that person's ability to carry out normal day-to-day activities. (Exceptions to having to prove 'impairment' are cancer, HIV, MS.)

[Please see Annex 1 for Goals Achieved from 2022-23.](#)

**A. Accessibility Plan to increase the extent to which disabled pupils can participate in the curriculum.**

Target	Strategies	Outcomes	Time Frame	Resources/ Cost	Goals Achieved
<b>LONG TERM</b>					
Assessing the provision of need for disabled students	Disabled student provision constantly reviewed (with advice from qualified outside professionals, parents, students, staff)	Needs of students met	3 years - ongoing	SEND Co/N ASH	
Assessing the provision of need for disabled students	Will need to consider equipment, eg hand controlled sewing machines	Needs of students met	3 years - ongoing	SEND Co/N ASH	
<b>MEDIUM TERM</b>					
Develop accessibility of materials available to students.	Read&Write needs to be demonstrated to staff and students.	Confident students in use of Read&Write	1 year	NASH team	
Develop accessibility of materials available to students.	Eg. Continue to encourage staff to develop materials in response to increasing information about Autism, and ADHD etc and the impact these conditions can have on learning. Continue to encourage staff to think of the impact all disabilities have on learning and in the lesson/examinations. Staff to use Pupil Profiles, OHS Inform, training days.		1 year	NASH team	
Develop accessibility of materials	Continue to monitor the need for appropriate Access Arrangements for students				

**A. Accessibility Plan to increase the extent to which disabled pupils can participate in the curriculum.**

Target	Strategies	Outcomes	Time Frame	Resources/ Cost	Goals Achieved
available to students.	with a disability.				
To improve delivery of information	Study Skills booklet to be distributed and SENDCo to work in conjunction with Head of PSHCE	Improved accessibility to the full curriculum	1-3 years	SENDCo/Depute Head (Academic)	
To improve delivery of information	Invest in books for the library on SEND	More information available to students	1 year	NASH and Librarian	
To improve delivery of information	Sewing machines – hand controlled?	Textiles accessible for student with difficulties with mobility in their legs	1 year	SENDCo and Head of Textiles	
To improve delivery of information	Ensure EAL pupils who may be struggling are referred/can refer themselves for assessment.	Students with EAL feel more comfortable with SEND	1 year	SENDCo and Teacher of EAL	
To improve delivery of information	Ensure students have complete sets of notes, access to text books.	Students confident that their notes are complete			
To improve delivery of information	Ensure students can access Google Drive and know how to organise and find information	Organised students	1 year	Heads of Department, SENDCo, Deputy Head (Academic)	

**A. Accessibility Plan to increase the extent to which disabled pupils can participate in the curriculum.**

Target	Strategies	Outcomes	Time Frame	Resources/ Cost	Goals Achieved
<b>SHORT TERM</b>					
To improve delivery of information	Create a NASH classroom – videos, tips, info	More awareness of SEND and easy place to access information	6 months	NASH	
To improve delivery of information	Make more use of digital screens to inform students about disability	More awareness and appreciation of SEND	6 months	NASH	

**B. Accessibility Plan to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.**

Target	Strategies	Outcomes	Time Frame	Resources/Cost	Goals Achieved
<b>LONG TERM</b>					
Improved Access for wheelchairs	Discussion re. science block and long-term plan for Physics labs downstairs or a lift.	Science labs accessible to all	3 years	Discussion with GDST – part of the new Science block project	
Improved Access for wheelchairs	Re-consider lift/chair to access stage in the main hall	More independence for wheelchair users	3 years	Maintenance	

**B. Accessibility Plan to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.**

Target	Strategies	Outcomes	Time Frame	Resources/Cost	Goals Achieved
Considering adaptations of the toileting area to support physically disabled students future needs, either currently on roll, or potential students that places could be offered	Adjustments made. Will need to consider other adjustments, as appropriate. Eg. Individual needs often require specific toilet seat heights.	More appropriate toilet facilities	3 years	Maintenance	
Appropriate classrooms/space for students with internet connection	More space for us to accommodate students – numbers needing support and the size of the room	Improved facilities	3 years	SENDCo, Deputy Head (Academic), Maintenance Team, IT	
<b>MEDIUM TERM</b>					
Improved Access for wheelchairs	Locker for student in wheelchair		6 months - 1 year	Maintenance	
Health and Safety	Consider fire escapes from lecture hall. More evac chairs	Safer exits – back up plans	1 year	SENDCo and Maintenance	
Safe space	Safe space for school for ASC etc for food and for time-out.  Eg L rooms and put a NASH office there. But also have an outside area	Appropriate safe space for students	1 year	SENDCo and Deputy Head (Pastoral)	

**B. Accessibility Plan to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.**

Target	Strategies	Outcomes	Time Frame	Resources/Cost	Goals Achieved
	for those who have hypersensitive to smell				
Appropriate access to Access Arrangements	Increase number of laptop/rethink	Appropriate availability of computers for need	1 year	SENDCo, Deputy Head (Academic), IT	
<b>SHORT TERM</b>					
Improved Access for wheelchairs	Need guidance on who can use lifts. Accompanied?	Staff confident in using	3 months	Internal trainer JL or LM	
Improved Access for wheelchairs	Training needed on Evac Chair being used to go up steps.	Staff confident in using	3 months	SafeTrainer or internal?	
Improved Access for wheelchairs	Continue to make more wheelchair accessible – doors automatic?	Staff and student awareness	1 month	Maintenance	

**C. Accessibility Plan to improve the availability of accessible information to disabled pupils which is readily accessible to pupils who are not disabled.**

Target	Strategies	Outcomes	Time Frame	Resources/Cost	Goals Achieved
<b>LONG TERM</b>					
Improving staffing for provision of students on the	Need to look at provision – especially considering	Time in school day for Support lessons	3 year	SENDCo and Deputy Head (Academic)	

**C. Accessibility Plan to improve the availability of accessible information to disabled pupils which is readily accessible to pupils who are not disabled.**

Target	Strategies	Outcomes	Time Frame	Resources/ Cost	Goals Achieved
Academic Support List/ Concerns list	the constraints of the timetable.				
	Discussion re. streamlining support offered to students – one member of staff rather than a number of them.	More effective support	3 years	SENDCo and Deputy Heads	
<b>MEDIUM TERM</b>					
	Ensure time in NASH teachers timetable to run Drop in sessions over lunchtimes. Unworkable at the moment due to heavy teaching demand.	More effective support	1 year	SENDCo and Deputy Head (Academic)	
Increased awareness amongst staff, parents, guardians and students of the cognitive assessments that can take place in school	SENDCo will work with JN and Trust to devise a common way of 'categorising' SEND.	More consistency in Trust	1 year	SENDCo and Assistant Head JN	
Increased awareness amongst staff, parents, guardians and students of the	Produce a video to share information to parents/staff about SEND.	Parents will have a better understanding of SEND	3 year		



**C. Accessibility Plan to improve the availability of accessible information to disabled pupils which is readily accessible to pupils who are not disabled.**

Target	Strategies	Outcomes	Time Frame	Resources/ Cost	Goals Achieved
cognitive assessments that can take place in school and what type of assessments would need to be completed by an external professional.	Staff now required to complete a tracking form of pupils with SEND in Years 11 and 13 who have Access Arrangements. To be rolled out to other year groups.	Keep staff aware of who is SEND as well as provide important information to NASH on progress	1 year	SENDCo and Deputy Head (Academic)	
Improving Y6 to 7 transition for students with SEND.	Continue to liaise with Prep  More communication with local primary school/other feeder schools  Pass on information to Prep re. GCSE/A level results as in previous plan	Students transition smoothly	1 year	SENDCo Senior and Prep	

**Targets Achieved 2022-23**

Target	Achieved
Develop accessibility of materials available to students.	Read & Write Software available to all. Ear defenders. Reading Pens – all available in the NASH office for those with a need.

To improve delivery of information to students with disabilities and increase their participation in the curriculum.	<p>Staff raised awareness of needs of pupils on Pupil Profiles, OHS Inform, staff INSET, and Department meetings with SENDCo.</p> <p>Students have a Tips for Students handbook – shared with them and parents.</p>

Short term Targets Achieved from Previous Plan	Goals Achieved
Prep and Senior School SENDCos aim to meet every half term.	The SENDCos from the Prep and Senior School meet at least every half term to discuss pupils, ease transition of pupils, share resources and knowledge.
Improved screening at the Senior School	<p>All pupils in Year 7, 8, 9, 10 and 12 are screened annually. Year 7,8, and 9 have assessments in reading comprehension (scored with and without extra time); freewriting; maths processing; visual processing; and spelling.</p> <p>All pupils in Year 10 and 12 complete EXACT which gives standardised scores for word reading, spelling, reading comprehension accuracy, reading comprehension speed; typewriting speed from dictation and handwriting speed from dictation.</p>
Continue to improve support for, and raise awareness amongst staff of, students with disabilities	<p>Staff are aware of the change of the name of the Department, with student consultation, from Learning Support to The Neurodiversity and Academic Support Hub (NASH).</p> <p>All pupils known to NASH have a Pupil Profile which teachers can access via OHS Inform. OHS Inform also lets staff know which pupils have Access Arrangements and what these are. OHS Inform also lets staff know the results of screening undertaken by NASH. Pupil Profiles have links to NASH's Google Drive with advice and information on the disability/identified difficulty of the pupil.</p> <p>There is a Staff Handbook; a Tips for Staff; a Tips for Students booklet and a Study Skills booklet about to be released.</p> <p>NASH regularly give INSET to teachers on INSET day and as and when the need arises such as when we have new equipment which staff need to know how to use.</p>

	<p>Staff are encouraged to reach out to NASH if more information is needed.</p> <p>There is a NASH display in the Staff Room.</p> <p>The NASH teaching rooms have books which can be accessed by staff.</p> <p>SENDCo offered to attend Department meetings to discuss SEND.</p> <p>Teachers invited SENDCo into lessons to advise on particular students, when appropriate.</p>
Increased awareness amongst staff, parents, guardians and students of the cognitive assessments that can take place in school and what type of assessments would need to be completed by an external professional.	<p>Staff received INSET, on a carousel, about NASH assessments and how to interpret scores and the possible impact these scores suggest will be experienced by students in the classroom.</p> <p>When assessments are undertaken in school, parents receive the table of results and are invited into school to discuss the findings.</p> <p>Tips for Pupils booklet was circulated to parents.</p> <p>When external professional support is needed, such as by CAMHS, the school supports the parents in their application.</p> <p>SENDCo attended a Mental Health evening for parents run by a Head of Year and was able to answer parental questions.</p> <p>Open door policy and parents are encouraged to stay in contact with SEND and discuss their child's needs.</p> <p>SEND categories changed on SIMS to mirror those used in the Code of Practice. Need to consider subcategories.</p> <p>Deputy Head (Academic) discussion the SENDCo re. adapting the timetable to specific needs, eg. Reducing the timetable when appropriate</p> <p>Deputy Head (Pastoral) works with parents to devise a timetable that is appropriate eg. for school refusers who are transitioning back into school.</p> <p>The SENDCo works with the PE department to ensure accessibility for all students with a disability.</p> <p>Mini-bus drivers also been given information about SEND.</p>
Ensure communication with the Pastoral Team to support pupils with mental health need.	<p>The SENDCo attends Pastoral Meetings and regularly meets with Heads of Year, when appropriate to discuss the support of particular students.</p> <p>Eg.</p>

	<ul style="list-style-type: none"> <li>considered off time-table bonding events and these are taking place in school where possible, (eg pizza/film nights).</li> <li>Trip leaders are aware of SEND needs and arrange pre-visits and ensure the trip is accessible to all</li> <li>Extra curricular events such as drama work with SEND to ensure that all students with disability can be involved</li> </ul> <p>NASH deliver whole year group assemblies on topics such as Autism, ADHD, Perfectionism, Study Skills.</p> <p>The SENDCo works closely with the School Nurse – in order to support students with ASC and ADHD who experience high levels of anxiety, and may school refusal.</p>
Awareness of GDPR and sensitive data.	The school operates in line with the GDPR and digital records are securely stored on the school system. Any papers copies of documents are kept in a locked cupboard in the NASH Office or the School Office.
<b>Medium targets achieved from Previous Plan</b>	
Improving Y6 to 7 transition for students with SEND.	NASH met with Year 6 class teachers and the SENDCo from the Prep to discuss support that can be offered at the senior school.
To increase knowledge and understanding of Learning Difficulties amongst student and staff throughout all 3 sites	Whole year group assemblies led by NASH. Neurodiversity Celebration Week (annually in March) and in the school calendar. Poster campaign and whole school and year assemblies led by neurodivergent students.
Improved communication with admissions for potential new joiners.	The Admission Team work closely with NASH and ensure that the SENDCo meets with parents and pupils who request a meeting prior to Admission. The Admission also offer to put the SENDCo in touch with parents. The SENDCo is available at Take a Look Events, and Open Days/Evenings.
Learning Support Guide for Staff produced for staff	On the SEND Shared Drive and also accessible via the Pupil Profiles
<b>Long term targets achieved from Previous Plan</b>	
Improving staffing for provision of students on the Learning Support List/ Concerns list	In next plan - ongoing



## Physical Environment:

The school encourages the parents of those for whom special access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupil's needs may best be met, both during the application process and also after admission. An individual risk assessment is created, alongside a Personal Emergency Evacuation Plan where required, both of which are discussed with the pupil's parents and the pupil.

Targets from Previous Plan	Goals achieved
Improved Access for wheelchairs	<p>Much improvement – toilet doors adjusted in the maths block; toilet lock fitted in the accessible toilet in the sports' centre to ensure dry floor and the toilet seat is not removed.</p> <p>Lifts more reliable than last year.</p> <p>Library now has an Evac Chair to enable wheelchair users to go up as well as downsteps.</p> <p>A number of Evac Chairs have been purchased and members of staff trained.</p> <p>Science lessons have been moved downstairs</p>
Improved signage in communal areas and classrooms of the need to give way and look out for students in wheelchairs	<p>School has implemented a 'keep left' policy to help wheelchair users and other students with SEND (eg. ASC)</p> <p>Signs have been put up throughout the school.</p> <p>All staff been informed to ensure students/staff 'keep left'</p>
Disabled car-parking	Disabled car-parking spaces allocated
Raised awareness amongst staff of what to do if a physically disabled person falls on site	<p>Staff trained in use of Camel Manger.</p> <p>Manger taken on school trips.</p> <p>Staff reminded that re-training can take place at their request.</p> <p>Spare wheelchair in Reception, Health Centre and Sports' Centre (swimming pool)</p> <p>SENDCo to update staff if there are changes to be made communicated by outside professional agencies.</p>
Assessing the provision of need for disabled students	<p>Hoist in the swimming pool purchased and in operation.</p> <p>Timetable adaptations eg to include more swimming, when appropriate.</p> <p>Walkie Talkies purchased for communication with NASH due to poor reception in ABB</p>

Considering adaptations of the toileting area to support physically disabled students future needs, either currently on roll, or potential students that places could be offered	