



## **ACCESSIBILITY PLAN 2025-2028**

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

**Last Reviewed: January 2026 (SENDCO & DFO)**

**Date of Next Review: September 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 victimization.

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.)

## 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 and staff).	Needs of students met.	3 years ongoing	SENDCo/NASH	Reviewed exam week – rooms and timings to be as helpful to student in wheelchair.  Curriculum adjusted in response to individual needs (eg. dropping subjects).
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	SENDCo/NASH	Purchasing a mobile bike pedal to be used by student in wheelchair when swimming pool is out of use.  School minibus accessible minibus purchased.  Purchased more ear defenders for students with sensitivity to noise.
<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	Demonstrated to students using the software in exams.
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	A number of INSET been delivered by NASH. <ul style="list-style-type: none"> <li>Staff Awareness</li> <li>Reasonable adjustments</li> <li>Pupil profiles</li> </ul>
Develop accessibility of materials available to students.	Continue to monitor the need for appropriate Access Arrangements for students with a disability.	Ongoing	Ongoing	ongoing	Continue to ensure appropriate AA, eg. numbers requiring word processor are increasing. Need to monitor to ensure sufficient resource.  Number of students requiring ear defenders increased. More purchased.

					<p>Increasing requests for alternative accomodation in exams (eg. small room). Managing at the moment. Need to review.</p> <p>Had a couple of students with exam timetable moves due to disability (New AA this year).</p>
Target	Strategies	Outcomes	Time Frame	Resources / Cost	Goals Achieved
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/Deputy Head Academic	<p>NASH purchased display board for outside NASH office.</p> <p>NASH been given space in the Crush Hall to display information.</p> <p>NASH to make more use of digital displays.</p>
To improve delivery of information.	Invest in books for the library on SEND.	More information available to students	1 year	NASH and Librarian	Some bought – JL to follow up with Librarian. Suggest a 'stall' during Neurodiversity Week.
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.	<p>As of June 2024 – not needed</p> <p>Conversations with Head of Science re; lab coats for wheelchair users. In progress.</p>
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)	
<b>SHORT TERM</b>					
To improve delivery of information.	Create a NASH classroom – videos, tips, info.	More awareness of SEND and easy	6 months		Podcasts, NASH display, staffroom – continuous changing displays.

		place to access information.			
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	In progress.
To improve delivery of information For students who are deaf (profound hearing loss).	<ul style="list-style-type: none"> <li>Reduce background noise where possible.</li> <li>Ensure the students see the face of the person who is speaking.</li> <li>Ensure staff are aware of student IHP for seating plan in classroom (in terms of sitting on one side of the room or close to the teacher).</li> </ul>	Students' needs are met.	Ongoing	NASH	Through learning walks and student feedback and parent feedback.
To improve delivery of information For students who are deaf (profound hearing loss).	<ul style="list-style-type: none"> <li>Consider access arrangements for students who are deaf (profound hearing loss)</li> </ul>	Student needs are met	Ongoing	SENDCO and NASH and Subject Teachers	Appropriate access arrangements.
Improve access to physical exercise for children who are deaf (profound hearing loss)	<ul style="list-style-type: none"> <li>Consider health and safety issues, e.g. in relation to PE, to reduce the risk of injury</li> </ul>	Students can participate fully and safely in curriculum delivery	Ongoing	NASH and PE Department	Through learning walks and student feedback.
To improve the delivery of information for students with vision impairment	<ul style="list-style-type: none"> <li>Following any advice from SENSS report and/or pupil profile.</li> <li>Where possible, convey all information using the laptop screen so students do not need to adjust their vision from screen to board.</li> <li>When providing handouts, ensure appropriate font size.</li> <li>In Science lessons, ensure appropriate risk assessments as those with poor depth perception will find</li> </ul>	All staff to be involved including lunchtime supervisors and cover staff.	Ongoing	NASH, Teachers and SENCo	Through learning walks, student feedback and pupil data.

	<p>pouring liquids difficult, especially when these are transparent. Use coloured dye where possible. And ensure measuring beakers are clearly marked with appropriate font.</p> <ul style="list-style-type: none"> <li>• Provide students with a liquid-level indicator and/or use a marker to indicate the level of liquid required.</li> <li>• Provide electronic copies of texts</li> <li>• Encourage students to type.</li> </ul>			<p>Science teachers and technicians</p>	
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**A. 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.	Moved the labs downstairs. Key to side door with NASH
Improved access for wheelchairs.	Reconsider lift/chair to access stage in the Main Hall.	More independence for wheelchair users.	3 years	Maintenance	
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	Fully accessible.  Keep left signs positioned around school to make travel around school safer.  School minibus accessible minibus purchased.  Adapted outdoor seating to accommodate wheelchair user.  Purchased walkie-talkies for student in wheelchair to communicate with NASH more easily than a phone with limited reception.
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	Purchased and installed.
Health and Safety.	Consider fire escapes from Lecture Hall. More evac. Chairs.	Safer exits – back up plans.	1 year	SENCo and Maintenance	Other exit can't be authorised as no place for area. Further evac training?

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 for those who are hypersensitive to smell.	Appropriate safe space for students.	1 year	SENDCo and Deputy Head (Pastoral)	<ul style="list-style-type: none"> <li>Plans in place for NASHville</li> <li>Fundraising</li> <li>Space outside dining room</li> </ul>
Appropriate access to Access Arrangements.	Increase number of laptop / rethink.	Appropriate availability of computers for need.	1 year	SENDCo, Deputy Head (Academic)	
<b>Target</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Time Frame</b>	<b>Resources / Cost</b>	<b>Goals Achieved</b>
<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.	Advice – any student can use lift.
Improved access for wheelchairs.	Training needed on Evac. Chair being used to go up steps.	Staff confident in using.	3 months	Safe Trainer or internal?	
Improved access for wheelchairs.	Continue to make more wheelchair accessible – doors automatic?	Staff and student awareness.	1 month	Maintenance.	
Improve access for trips for children who are deaf (profound hearing loss)	Use the students' IHP and consult with school nurse and or SENCO.  Conduct risk assessment for trip for students with IHP. Considering in particular, busy roads to cross, noisy environments.	All students can participate safely in trips	ongoing	Trip leader, Head of Co-Curricular and NASH	Enjoyable and safe and inclusive trip experience.
Improve access to the school environment for children who are deaf (profound hearing loss)	More signage, which is clear and prominent. Ensure existing measures for alarms (e.g. fire) are suitable and in working order for students who are deaf.	So that students can move safely round the school.	Ongoing	Maintenance, NASH and teachers	The student feels safe in their environment.
Improve access for trips for children who are visually impaired	Use the student's SENSS advisory visit report where appropriate. Note some students with visit impairment have no depth	All staff are made aware of risk assessment			

	perception which can make getting on and off pavements difficult. Managing busy streets can be stressful. Ensure a risk assessment is carried out for trips.	Ensure the student with visual impairment has confirmed they have processed all of the safety instructions.			
Improve access to physical exercise for children who are visually impaired	Students will need a risk assessment, for example when balancing on a gymnastics beam. Students will be unable to track the movement of others moving around them in exercise.	All students can participate safely in trips	ongoing	Trip leader, Head of Co-Curricular and NASH	Enjoyable and safe and inclusive trip experience.
Improve access to the school environment for children who are visually impaired	Ensure the environment is safe: where possible have handrails positioned and coloured tape to mark a change of depth or gradient.	Student can move around the school safely	Ongoing	NASH and maintenance	Enjoyable and safe movement around the school.

**B. 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 Academic Support List / Concerns List.	Need to look at provision – especially considering the constraints of the timetable.	Time in school day for Support lessons.	3 years	SENDCo and Deputy Head (Academic)	
	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	
	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)	LG offers homework club and support for ADHD strategies.
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	Students led assembly on Neurodiversity. Students were interviewed and recording shown to staff during INSET. Podcasts
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.	Produce a video to share information to parents / staff about SEND. 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.	Parents will have a better understanding of SEND. Keep staff aware of who is SEND as well as provide important information to NASH on progress.	3 years 1 year	SENDCo and Deputy Head (Academic)	NASH Spotlight Session for parents.
Improving Year 6 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	Extra taster days. Meetings with Dr Leadbeater.

