Federation of Oxford Road Community School and Wilson Primary School Accessibility Plan 2025-2027

1. Vision statement

At Oxford Road Community School and Wilson Primary School our ethos and values reflect our commitment to a federation where there are high expectations for the welfare and opportunity for everyone to access the premises in a safe and secure way. By enabling this to happen, we are positively promoting the opportunity for all children to be successful learners and for visitors, staff and parents of the school to be considered for positive inclusion.

This Accessibility Plan reflects the vision and values that are fundamental to the inclusive environment and teaching that is promoted on a daily basis at both Oxford Road and Wilson Primary School. Both schools are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

2. Legislation

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Federation Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

3. Review Cycle

- Plan approved: October 2024
- Mid-cycle review: September 2025, September 2026
- Final review: July 2027 (informed by new accessibility audits)

Annual accessibility audits will occur each July, with findings reported to Governors by September each year.

4. Objectives

The purpose of the plan is to identify (through audit) actions that are required to enable each school to fully meet the objectives set out below. It determines how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Relationships & Behaviour Policy
- Curriculum Policies
- Lock Down Procedure
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Learning & Teaching Policy

Responsibility for implementation

The Accessibility Plan for physical accessibility relates to the Access Audit of each School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by each school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Information shared by external partnerships such as specialist advisors and local authority personal may be used to develop and implement the plan further during the timescales provided. If this is the case, adjustments to the plan may be necessary prior to completion date.

The Accessibility Plan will be published on each school website and it will be monitored through the Federation Governing Body. If an issue is raised in relation to the plan, concerns should be raised with the Executive Head Teacher in the first instance. Any further complaints should be addressed to the Governing Body.

The plan may be monitored externally by Ofsted during inspection processes.

Approved: Governing Body

Date: Oct 2024

Review Date: July 2027

Aims and objectives

AIM 1: Increasing the extent to which disabled pupils can participate in the school curriculum

Objective 1: Develop pupils' understanding and awareness of disability				
Target	Actions	Timescales	Measures of Success	Responsibility
Embed disability awareness across curriculum	Review PSHE curriculum and embed disability education Adapt PE and wider curriculum planning Deliver half-termly disability-focused assemblies	Review by May 2026 Implementation across both schools by Sept 2026	PSHE curriculum map includes disability strands Teachers report increased pupil awareness Pupil survey shows improved understanding	PSHE Lead, All staff
Objective 2: Ensure pupils with disabilities have full access to trips and extra-curricular activities				
Target	Actions	Timescales	Measures of Success	Responsibility
Inclusive access for all pupils	EVOLVE risk assessments to include disability access check Plan all trips in collaboration with parents and SENCO Provide staff or equipment support for after-school clubs	Immediate and ongoing	No child excluded from trips due to disability Participation logs show increased attendance for SEND pupils	Team Leaders, SENCO Club Organiser
Objective 3: Staff are fully trained to support a range of disabilities				
Target	Actions	Timescales	Measures of Success	Responsibility
Build staff confidence and competence	Annual SEND training programme Condition-specific training: ADHD, Autism, diabetes, epilepsy, dyslexia Ensure support staff receive targeted training based on pupil need Build resource bank (visuals, sensory tools, software)	Training plan by Sept 2026 Annual updates planned and ready to deliver Sept 2026 Learning walks – ongoing Accident reports reviewed termly	100% of staff complete required training Learning walks show effective support and scaffolding Fewer behaviour or access-related incidents	Headteacher, SLT, SENCO

AIM 2: Improving Delivery of Information

Objective 1: Ensure all communication to parents/carers is accessible				
Target	Actions	Timescales	Measures of Success	Responsibility
Accessible written information	Ask parents about accessibility needs on admission form Update access needs annually in review meetings Provide letters in alternative formats (large print, coloured paper, translation)	Sept 2026	Administrative records updated with communication needs Parent feedback shows improved accessibility	Admin Team, Headteacher
Objective 2: Provide strong support for families of children with disabilities				
Target	Actions	Timescales	Measures of Success	Responsibility
Ensure positive engagement	Website prominently states inclusion offer SENCO will meet with parent and family to support transition. Establish SENCo parents evening drop-in sessions	Parent questionnaires – annually Drop-in sessions – Sept 2026	Increased parent attendance at support events Parents report feeling included and supported	SENCO, Headteacher

AIM 3: Improving the Physical Environment

Objective 1: Provide accessible and safe physical environments				
Target	Actions	Timescales	Measures of Success	Responsibility
Improve physical access	Conduct annual physical accessibility audits Maintain accessible toilet facilities Ensure wheelchair routes remain unobstructed Install visual aids (contrast edging, tactile surfaces) where appropriate.	Short-term repairs by July 2025 Long-term improvements by July 2027	Audit shows reduction in access barriers No reported accessibility incidents	SBM, Caretaker, Governors

Clear, accessible signage	Install multilingual and symbol-based signage Review fire evacuation signage with SEND pupils Include braille or tactile signage where appropriate	April 2026	Visitors report easier navigation - Fire drill records show equal access and understanding	Caretaker, Admin, Headteacher
Equal opportunities for adults	Advertisements welcome disabled applicants Ensure all interview panels include Safer Recruitment-trained members Provide reasonable adjustments at interview and induction	Ongoing	Inclusive recruitment data Staff with disabilities report positive support	Headteacher, SBM