PRINCE REGENT
STREET TRUST



Oxbridge Lane Primary School

ACCESSIBILITY PLAN

Created/Revised:	December 2026
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Approved by Governing Body:	

STATEMENT OF INTENT

This plan outlines how **Oxbridge Lane Primary School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. LEGAL FRAMEWORK

1.1 This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998

- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.2 This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. ROLES AND RESPONSIBILITIES

2.1 The Governing Body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

2.2 The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

2.3 The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

2.4 Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. THE ACCESSIBILITY AUDIT

3.1 The Governing Body will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

3.2 When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

3.3 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

3.4 All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. PLANNING DUTY 1: CURRICULUM

	Objective	Action	Who	When	Outcome	Review
Short term	To ensure all out-of-school activities are planned to ensure, where reasonable, the participation of all children	Review all out-of-school provision to ensure compliance with legislation and equality of access for all children.	Headteacher, teachers, SENCO	Ongoing	Full participation offered to all pupils	Summer 2027
	To ensure classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms linked to pupil needs adaptive teaching used to facilitate inclusion and meet all children's needs	Headteacher, external advisors, SENCO	Ongoing	Whole school community aware of issues relating to curriculum access Checklists/advice offered to staff from SENCO/HT as needed	Autumn 2027
Medium term	To ensure training for staff on increasing access to the curriculum for pupils with a range of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Teachers, SENCO	Ongoing	PD opportunities using national college and external providers: • ASD • SpLd - dyslexia, dyspraxia, dyscalculia • Speech and Language Needs • Sensory Needs	Summer 2027

					• Bereavement Training • Attachment • Team Teach – handling	
Long term	To ensure targeted use of appropriate specialist equipment for individual pupils.	Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. • Wobble cushions and support seating as recommended by OT • Coloured overlays/specialist books for pupils with visual difficulty • Specially shaped pencils and pens for pupils with grip difficulty. • Access to Laptops/IPads	Headteacher, ICT manager, SENCO	Ongoing	Specialist equipment made available and used as required by targeted pupils	Spring 2028

5. PLANNING DUTY 2: PHYSICAL ENVIRONMENT

	Objective	Action	Who	When	Outcome	Review
Short term	To ensure facilities to support children with personal hygiene needs are available.	Review facilities in disabled toilet area and nursery for children who require adult assistance with personal hygiene	Building surveyors	Ongoing	Facilities to assist the personal care of children are available in nursery and disabled toilet	Summer 2027

Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	SBM	Ongoing	Learning environment is accessible to pupils with visual impairments	Autumn 2028
	Access into school and reception area to be fully compliant with individual needs	Designated disabled parking for parents to be promoted and signposted. Ensure disabled parking spaces are always available for those parents and pupils	SBM	Ongoing	Access to disabled parking has increased.	Autumn 2028
Long term	Improvements to help the people with hearing impairment	Maintain use of sound system in classes where a child has a hearing impairment	SBM/building contractors	Ongoing	Sound System used effectively in classrooms	Autumn 2028

6. PLANNING DUTY 3: INFORMATION

	Objective	Action	Who	When	Outcome	Review
Short term	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	SENCO, ICT manager	Ongoing	The school will be able to provide written information in different formats when requested for individual purposes	Summer 2027

		School community aware of facilities/availability of alternative communications through signs/newsletters.				
	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	SENCO	Ongoing	All school information available for all who request it. Documents sent electronically to parents/enlarged print copies available Office staff to offer personalised support for stakeholders	Autumn 2028
Medium term	Review documentation with a view of ensuring accessibility for pupils with visual impairment	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blindsGet advice on alternative formats and use of IT software to produce customized materials.	SENCO, ICT manager	Ongoing	All school information available for all who request it	Summer 2027
Long term	Review website to ensure it is accessible to children with SEND	Audit of website	ICT manager	Ongoing	Website is fully accessible	Autumn 2028

7. MONITORING AND REVIEW

7.1 This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **January 2028.** Any changes to this plan will be communicated to all staff members and relevant stakeholders.