

Oxbridge Lane Primary School

Disability Equality and Accessibility Scheme Policy and Action Plan



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Oxbridge Lane Primary School
Disability Equality Scheme (DES) & Accessibility Plan
December 2025 – December 2027

1. Introduction

Oxbridge Lane Primary School is committed to ensuring equality of opportunity for all members of our school community. This Disability Equality Scheme (DES), combined with our Accessibility Plan, outlines how the governing body will meet its duties under:

- **Equality Act 2010**
- **Public Sector Equality Duty (PSED)**
- **SEND Code of Practice (2015)**
- **Special Educational Needs and Disability Regulations 2014**
- **The Equality Act (Disability) 2025 CDC guidance for education settings**

Under the Equality Act 2010, schools must not discriminate against, harass or victimise disabled pupils, staff, parents, carers or visitors. We must make **reasonable adjustments**, including the provision of auxiliary aids, and maintain an **Accessibility Plan** to increase access to the curriculum, school environment and information.

The DES sets out how we will promote disability equality across all areas of school life and ensure that disabled people are fully included and supported.

2. Purpose and Direction of the Disability Equality Scheme

The DES aims to:

- Promote equality of opportunity for disabled pupils, staff, parents, carers and visitors.
- Remove or minimise barriers that prevent disabled people from participating fully.
- Foster positive attitudes towards disability.
- Encourage the participation of disabled pupils and adults in school life.
- Take proactive steps to meet disabled people's needs, even where this involves more favourable treatment.
- Embed disability equality into everyday practice across all aspects of school leadership, teaching, assessment, behaviour systems and community engagement.

The Six Elements of the Duty:

1. Promoting equality of opportunity
2. Eliminating discrimination
3. Eliminating harassment
4. Promoting positive attitudes
5. Encouraging participation
6. Taking steps to meet disabled people's needs

Leadership Responsibilities:

The Senior Leadership Team (SLT) member responsible for the DES (HT/DHT) will:

- Ensure all stakeholders understand the broad definition of disability under the Equality Act.
- Promote awareness of duties among staff, governors, parents and pupils.
- Establish a DES working group and involve disabled people meaningfully.
- Ensure the scheme is embedded into the School Improvement Plan (SIP).

The Working Party will include:

- Headteacher / Deputy Headteacher
- SENCO
- Governor responsible for SEND & Equality

3. Involvement of Disabled Pupils, Staff, Parents and Other Stakeholders

Oxbridge Lane Primary School will actively involve disabled people in the development, implementation and review of the DES.

This includes:

- Consultation groups

- Pupil voice activities
- Surveys/questionnaires
- Consultation with disabled parents and carers
- Staff feedback processes
- Engagement with external agencies

We will ensure accessible methods of participation (e.g., large print, alternative formats, interpreters, support adults).

Feedback collected will directly inform priorities and actions.

4. Information Gathering

To fulfil our duties, the school will gather and monitor information on:

4.1 Disabled pupils

- Identification and numbers
- Types of disability/SEND (while maintaining confidentiality)
- Attainment and progress data
- Participation in clubs, trips, leadership roles
- Attendance and exclusions
- Views and experiences

4.2 Disabled staff

- Recruitment and retention
- Requests for and provision of reasonable adjustments
- Staff well-being and accessibility issues

4.3 Disabled parents/carers/visitors

- Access needs and adjustments
- Communication preferences
- Barriers reported
- Inclusion in school events

All data will be stored securely in accordance with GDPR.

5. Impact Assessment

The school will undertake **Equality Impact Assessments (EIAs)** when:

- Developing new policies
- Reviewing existing policies
- Making changes to school practice or provision

EIAs will evaluate whether policies may disadvantage disabled people and identify actions to remove or mitigate barriers.

Impact assessments will be embedded into our scheduled policy review cycle.

6. Setting Priorities and Actions

Priorities within the DES and Accessibility Plan are identified through:

- Consultation with disabled stakeholders
- Analysis of school data and monitoring
- Review of curriculum, environment and communication accessibility
- Evaluation of previous plans

Priorities may include:

- Improving accessible communication
- Training staff in disability awareness and reasonable adjustments
- Increasing disabled pupils' participation in extended provision
- Enhancing physical accessibility
- Improving transitions
- Strengthening support for mental health and neurodiversity

7. Implementation (2025–2027)

The DES Action Plan and Accessibility Plan will:

- Assign clear roles and responsibilities
- Allocate resources
- Include measurable success criteria
- Provide timescales
- Be integrated into the School Improvement Plan
- Be monitored by the Governing Body (termly)
- Be reviewed annually

Progress will be evaluated with support from the school's improvement partner and external agencies where necessary.

8. Publication

The DES and Accessibility Plan will be published:

- On the school website
- As part of the School Improvement Plan or as a standalone document
- In alternative accessible formats upon request

9. Reporting

The school will publish an **annual Disability & Equality Report** detailing:

- Actions completed
- Impact on disabled pupils, staff, parents
- Updated equality information (as required by PSED)
- Progress towards equality objectives

Governors will receive regular updates via committee and full governing body meetings.

10. Reviewing and Revising the Scheme

Every three years (or sooner if required), the school will:

- Review consultation findings
- Analyse new data
- Assess the impact of previous actions
- Update priorities and write a new DES/Accessibility Plan
- Involve disabled stakeholders in shaping the next cycle

The Accessibility Plan and DES will continue to be linked and published together.

11. Key Documents that Inform the Scheme

- Equality Act 2010
- SEND Code of Practice (2015)
- Public Sector Equality Duty (PSED)
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education
- CDC Disability Duties in Education (2025 Guidance)
- Statutory Guidance: Supporting Pupils with Medical Conditions

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1. Leadership, Policy & Compliance

Objective	Actions	Lead Responsibility	Timescale	Success Criteria / Evidence
Ensure full compliance with Equality Act 2010 & PSED	Update DES & Accessibility Plan; publish equality information annually; set/review equality objectives	HT / DHT / SENCO / Equality Governor	Dec 2025 – Ongoing (annual review)	Plans published; annual equality report completed; governors monitoring records
Embed Equality Impact Assessments across policy development	Add EIA requirement to policy review schedule; train staff; governors review EIAs	HT / DHT	Jan–July 2026	EIAs attached to all reviewed policies; no discriminatory impacts identified
Ensure all staff understand disability duties	Deliver annual training on reasonable adjustments, SEND, and disability awareness	SENCOS / HT	Annual (2025–2027)	Staff training logs; improved staff confidence (survey); observed inclusive practice

2. Identification, Monitoring & Participation

Objective	Actions	Lead Responsibility	Timescale	Success Criteria / Evidence
Improve identification and monitoring of disabled pupils/staff/parents	Review data systems; ensure accurate flagging; improve parent/carer disclosure opportunities	SENCOS / Admin Lead	Jan–Dec 2026	Accurate register; increased disclosure rates; data informs planning
Improve participation of disabled pupils in curriculum and wider opportunities	Monitor involvement in clubs, trips, leadership; identify barriers; provide adjustments	SLT / SENCO	Termly	Increased participation; no exclusion from activities due to disability
Ensure disabled voices shape school practice	Conduct pupil/parent surveys, focus groups, and feedback sessions	SENCOS / PSHE Lead	Twice per year	Feedback informs actions; reported improvements in inclusion

3. Curriculum Access

Objective	Actions	Lead Responsibility	Timescale	Success Criteria / Evidence
Increase access to the curriculum for disabled learners	Ensure Quality First Teaching (QFT), adaptive teaching, scaffolding; update SEND provision maps	SENCOS / Phase Leaders	Ongoing	Improved progress of SEND pupils (data); observations show inclusive practice
Ensure staff understand specific disabilities & needs	Provide CPD on neurodiversity, sensory needs, communication needs, physical impairments	SENCOS	Annual	Training logs; pupils' needs met; fewer referrals for unmet need
Improve curriculum representation of disability	Audit curriculum; add-disabled role models; ensure resources reflect disability positively	Curriculum Lead	Sept 2026 – July 2027	Pupils report positive representation; updated schemes of work

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4. Physical Environment Accessibility

Objective	Actions	Lead Responsibility	Timescale	Success Criteria / Evidence
Improve physical access to the school	Review site accessibility; audit signage, door widths, toilet access, ramps	Site Manager / HT	Jan–June 2026	Accessibility audit completed; improvements logged and planned
Ensure classrooms are accessible	Review layouts; ensure clear walkways; improve acoustic/environmental conditions	Class Teachers / SENCO	Termly	Observations show accessible spaces; pupil feedback
Improve evacuation safety for disabled users	Update Personal Emergency Evacuation Plans (PEEPs); drill and review termly	Site Manager / SENCO	Every term	Updated PEEPs; safe evacuation evidenced in drills

5. Accessible Communication

Objective	Actions	Lead Responsibility	Timescale	Success Criteria / Evidence
Ensure information is available in accessible formats	Offer large print, Easy Read, translated materials, audio, visuals	Admin Team / SENCO	Ongoing	Requests responded to; accessibility noted in parent surveys
Improve communication with disabled parents/carers	Identify preferred methods; ensure accessible meeting arrangements	Admin Team	Ongoing	Increased engagement; feedback from parents
Ensure website accessibility	Review website compliance with WCAG 2.1 AA; add accessibility statement	ICT Lead / HT	By July 2026	Website meets standards; accessibility statement published

6. Training & Awareness

Objective	Actions	Lead Responsibility	Timescale	Success Criteria / Evidence
Improve staff confidence in supporting disabled learners	Annual SEND and disability training; condition-specific sessions	SENCOS	Annual	Staff surveys show increased confidence; improved pupil outcomes
Promote positive attitudes toward disability	PSHE curriculum updates; assemblies celebrating diversity; anti-bullying work	PSHE Lead / SLT	Ongoing	Pupil voice shows positive attitudes; reduced incidents of discriminatory behaviour
Provide training for governors	Annual equality briefing; governor responsibilities outlined	HT / Governor Training Lead	Annual	Governors confident in monitoring equality duty

7. Reasonable Adjustments & Support

Objective	Actions	Lead Responsibility	Timescale	Success Criteria / Evidence
Ensure proactive reasonable adjustments	Audit needs; record adjustments; anticipate future needs	HT / SENCO	Ongoing	Reasonable adjustments in place; improved access reported
Improve support for mental health and neurodiversity	Implement support programmes; staff training; parent workshops	SENCOS / Mental Health Lead	2025–2027	Improved well-being measures; increased early identification
Ensure disabled staff receive appropriate adjustments	Confidential HR process; workplace assessments; review annually	HT / SBM	Annual	Staff report needs are met; improved retention

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		<p>curriculum.</p> <ul style="list-style-type: none"> Access staff training for learning and physical difficulties. Access outreach help for specific pupils. Establish intervention Groups for e.g. Fast track phonics Abacus, Education City, Reading Eggs 	LA training	<p>SEN Co-ordinator</p> <p>SEN Co and subject co-ordinators</p>		<p>courses via school CPD evaluative procedures.</p> <ul style="list-style-type: none"> Evaluate with LA, parents, pupils and staff at SEN reviews the value of outreach support and the dual registering of pupils. Monitoring by class teachers. Impact evaluated by subject co-ordinators.
3. To ensure that the Accessibility plan is led, managed and evaluated to a high standard.		<ul style="list-style-type: none"> Ensure that inclusion has a high profile and is shared by the whole school community. Consult all stakeholders on changes to the plan. Ensure that the plan is disseminated and understood by all the stakeholders. Ensure that inclusion is an integral part of policies, vision and ethos of the school. 	Gov Legislation	All staff Governing body	Ongoing	<ul style="list-style-type: none"> Monitored by Governing body via termly HT reports. Evaluated by stakeholder focus groups. Evaluate inclusive ethos of the school by seeking views of the LA and the wider school community. Evaluate via school self evaluation processes.
4. Ensure smooth transfer of pupils from primary to secondary school.	Enjoy & achieve; Achieve economic well being.	<ul style="list-style-type: none"> Disabled pupils are identified early and personal support plans in place in Y5 & Y6 in conjunction with partner secondary school; Pupils' needs are clearly understood in advance of transfer by key staff in secondary school and appropriate measures in place to meet their needs. To ensure transition guarantee introduced by LA is followed. 	UKS2TL Y5/Y6 staff SEN Co-ordinator	All staff Year 6 Teacher	Ongoing	<ul style="list-style-type: none"> Monitored annually by GB;
5. To make reasonable adjustments to		<ul style="list-style-type: none"> Individual needs are identified in terms of access to the school, its 	Devolved Capital funding.	SEN Co-ordinator Site Supervisor	Ongoing	<ul style="list-style-type: none"> Monitored annually by GB; Adjustments evaluated annually in terms of

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accommodate the needs of individual employees, pupils or members of the wider community in order that no area of school is inaccessible to them.		facilities and curriculum; <ul style="list-style-type: none"> • School is increasingly accessible to a wider range of service users. 				increased accessibility.
6. To keep absence rates registers including statistics for disabled employees.		<ul style="list-style-type: none"> • Keep register up to date and accurate. 	Admin Time.	Administration Staff	Ongoing	<ul style="list-style-type: none"> • Monitored by LA • HT reports to GB termly.
7. To keep record of employee exit routes including promotion for all employees including disabled colleagues.		<ul style="list-style-type: none"> • Create record of exit routes and reasons for leaving the school. 	HT Time Admin Time	HT Administration Staff	Ongoing	<ul style="list-style-type: none"> • Exit interviews monitor exit routes for staff; • HT reports to GB termly.
8. Ensure equal opportunities within the workplace.		<ul style="list-style-type: none"> • Update policies to include equal opportunities statement; • Monitor practice. 	SEN Co-ordinator evaluation time.	SEN Co-ordinator Link Governor	Ongoing	<ul style="list-style-type: none"> • Equality of opportunity and its impact on school performance is evaluated and HT reports to GB annually.
9. To seek local authority support to provide information in a variety of formats for parents/carers and members of the wider community.		<ul style="list-style-type: none"> • Information is available in written, spoken and other formats where appropriate according to the specific needs of individual stakeholders. 	SEN Co-ordinator Time Admin Staff Time Materials & costs of specialist services.	SEN Co-ordinator	Ongoing	<ul style="list-style-type: none"> • Inclusion Link Governor monitors & evaluates quality of information provided to stakeholders & reports to GB annually.