Accessibility plan

Oxlow Bridge School

Approved by:	Full Governing Body	**Date:** November 2026
Created by:	Candice Hubbard-Webb	**Date:** June 2026
Last reviewed on:	First Draft	
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Our school vision

At Oxlow Bridge, every student has a;

- Safe
- Meaningful
- Individualised
- Learning
- Experience

Our Values

At Oxlow Bridge, we value

- Learning for Life
- Aspiration and Achievement
- Unity, Inclusivity and Equality
- Guidance and Nurture
- Happiness and Joy
- Teamwork and Collaboration
- Empowerment, Growth and Independence
- Respect and Resilience

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES / ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

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Increase access to the curriculum for pupils with a disability	• Our school offers a personalised and individualised curriculum for all pupils • We work with external agencies including OT, Physio and SALT to ensure that appropriate resources, tailored to the needs of individual pupils, are available to ensure pupils who require support, are able to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is regularly reviewed to make sure it meets the needs of all pupils • A comprehensive training programme is delivered to all class-based staff to ensure a strong and consistent understanding of - effective pedagogical practices, -individual pupil needs, including physical and medical.	Review and update the curriculum to ensure it meets the needs of all pupils Develop subject leadership and management Further develop joint working with external agencies including OT, SALT and Physio Further develop induction/training package for new staff and CPD for existing staff Review and develop record keeping and assessment processes	C Hubbard-Webb (HT)	July 2027	

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Specialist seating assessed, provided and reviewed by the OT • Automatic entrance doors • Elevator to the first floor • Wide corridors • Disabled parking bays • Disabled toilets and changing facilities • Height adjustable tables in all classrooms • Height adjustable sinks in all pupil accessible toilets • Height adjustable sinks and hobs in the food technology room • Hoist facilities available throughout the school • Pool pod system available for use within the hydro pool area. • Accessible play equipment for wheelchair users including roundabout and swing • Outside space includes step free access/flat surfaces and sheltered all-	Consider parking spaces for the transport service as the school grows Liaise with LBBD and Health colleagues to ensure a consistent approach to ordering specialist equipment for pupils	C Hubbard-Webb (HT)	July 2027	

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES / ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	weather spaces for each classroom • Multi-sensory rooms available for pupils • Therapy offices and spaces available for use with pupils. • Allocated spaces for transport service, directly outside the entrance, to ensure pupils are not required to transition across the car park.				
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Internal signage • Adapted books • Standardised objects of reference and symbols used throughout the school • Personalised communication strategies for individual pupils as advised by Speech and Language Therapy team	Further develop communication strategies with a focus on individuals with visual impairments	C Hubbard-Webb (HT)	July 2027	

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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher

It will be approved by the governing board

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

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