

Oxford Grove Primary School  
Accessibility Plan  
September 2023

## Justification

The Equality Act defines a disabled person as someone who has: *‘a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.’*

At Oxford Grove our ‘mission’ is to be a caring school where respect is important and all children are treated equally, feel happy and safe, are encouraged and supported to pursue personal excellence and are taught to meet success with modesty, make mistakes in safety and learn positive lessons from both.

We are committed to an inclusive curriculum and increasing access to the school’s facilities for all by:

Increasing the extent to which disabled pupils can participate in the schools curriculum;

Making improvements to the physical environment of the school to increase access to education and associated services;

Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

## Audit of existing achievements and provision

### 1. Curriculum

The school ensures there is:

Established procedures for the identification and support of pupils with Special Educational Needs and Disabilities.

Information gathered on pupils due to start school to allow advanced planning - this includes pupils due to start in the Foundation Stage and those transferring from other schools

Regular home-school liaison with the school SENCo to set and review individualised plans and provision and to complete any relevant forms/assessments pertaining to their child’s needs

Detailed pupil information given to all relevant staff

Curriculum differentiated by task, level of support and outcome.

Strong links with external agencies, e.g. physical, sensory, learning and behaviour

Specialist equipment available to support specific needs, including specialist chairs, Rifton toilet seat, height-adjustable changing bench, scissors, cutlery, angled boards for writing, pencil grips and SEN laptop

### 2. Physical Environment

The school building is all on one level to facilitate wheelchair access

Disabled parking spaces in the car park

Disabled toilet and shower

Handrails in one of the Reception class toilets

Audible fire alarm

### **3. Information**

Use of bi-lingual assistants to give oral translations of letters and conversations

One to one explanations with pupils and parents

### **Publicise the Accessibility Plan**

Ensure the full plan is available on request and in a variety of formats e.g. large print and electronic.

### **Implementation**

Implement the plan by allocating adequate resources in the financial plan.

### **Review of the Accessibility Plan**

The plan will be evaluated and revised annually by the SENCo, Head teacher, staff and Governing Board.

Mrs M. Day

To be reviewed in July 2024