

# Accessibility Plan

<b>Date Reviewed</b>	06.2023
<b>Reviewed By</b>	DR, AS, MS
<b>Date Of Next Review</b>	05.2024 (or earlier if the need arises)
<b>Version</b>	8.2



**WYCHWOOD**  
SCHOOL • OXFORD

## Introduction

Wychwood School, Oxford strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. This Plan should be read in conjunction with the school's *Admissions Policy, Disability Inclusion Policy, and Special Educational Needs Policy*.

## Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## Responsibilities

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The Head, Special Educational Needs and Disabilities Coordinator (SENDCo), and the School's SLT (which includes Director of Operations (DoO), and Deputy Head Academic and Deputy Head Pastoral) are responsible for the implementation, updating and monitoring of the Accessibility Plan as well as other teaching staff who will be involved to ensure participation in the curriculum.

## Participation in the Curriculum

Focus	Existing Adaptations	Future possible adaptations	Timescale	Monitoring by whom	Notes
<b>Staff deployment</b>	Subject support from Learning Support staff and others.	Dedicated LSA where required.	Routine and as required	Head and SENDCo	2012: Specialist dyslexia teacher
	Dyslexic teaching from specialist teachers.	Staff CPD for SpLD to be delivered as part of a rolling program of CPD. A time in the timetable will be created to deliver this. This will give students access to even better provision by the teaching staff.	Sessions built into rolling CPD by June 2024	SENDCo/ SLT	2018 Specialist Maths support teacher
	Maths support from Maths department and specialist dyscalculia teacher		Fully Embedded June 2025		
	Use of Gap assistant or as LSA where required	Gap assistants to undergo initial SEND awareness training as part of their induction so they are better informed to assist in lessons.	To begin at Gap induction 2023/2024		Gap assistants continued to provide support in PE and various lessons.
<b>Timetabling</b>	Adapt to pupils' needs by offering extra lessons before and after school and at lunchtime.	This will always have to be on a case by case basis, being flexible within the limitations of the site, the age of the buildings etc	Routine	Head and SLT SENDCO	
<b>SEND</b>	Allow for the possibility of professional help such as physiotherapist, SLT, Teacher of the deaf etc.	Parents, carers and guardians to be made aware of the local offer.	Compilation of resource links to be made	Head, SENDCo and SLT	

	SENDCo makes contact details of our Assessor available to parents after staff recommendations for testing.		2023/2024 and updated annually following that		
	Flexibility on room allocation to facilitate attendance at lessons.				
	Examination access organised by SENDCo and implemented by Examinations Officer. Wychwood has the capacity to assess students for access arrangements in house.	Create a formal route for referrals to the SENDCo from parents/carers and guardians who are concerned there may be a need for their child to have access arrangements or additional help and support for SEND.	Introduce 2022/2023  Monitor and embed 2024/2025	SENDCo/SLT	
	SENDCo reviews EHCP and short term outcomes for pupils with EHCPs and IEPs annually  Informal review of IEPs for other pupils without an IHCP happens throughout the year and they are updated after diagnostic or EAA assessments. They are discussed with pupils, parents and then shared with staff.			SENDCo/SLT	
	Appropriate resources available for effective teaching and learning for pupils with SEND	Audit of materials needed to allow students greater access to the curriculum in terms of	Audit to be completed December 2023 and proposal for new	SENDCo/DOR/Finance/Head	

		the current cohort to be made	resources to be made in January and continue on a yearly basis thereafter.		
<b>Curriculum options</b>	Reduced timetable for those for whom it is either necessary or desirable and where appropriate and resourced, alternative programs such as step up to English and/or level 1 BTEC qualifications.		Routine	Head, Deputy Head Academic & SENDCo	
<b>Achievement of students with SEND</b>	<p>GAP analysis is carried out every year and currently no significant gap is found to exist between students with SEND and their peers without SEND.</p> <p>Students are encouraged to achieve and high expectations are set.</p>	<p>Further analyse SEND data in terms of gender as we move to be a co-educational setting to ensure equity as far as possible.</p> <p>Search for and deliver ways to promote excellent role models with SEND including in displays/ posters/ visitors</p>	<p>Begin at first testing in December 2023 and continue at testing and assessment periods thereafter.</p> <p>Audit current view from a SEND inclusion perspective Michaelmas 2023 and plan and deliver any necessary changes thereafter. Audit to be continued</p>	<p>Deputy Head Academic Gender Inclusion team</p> <p>SENDCo SLT EDI team</p>	

			alongside other inclusive audits on a yearly basis.  EDI team to be built and used increasingly 2023/2024		
<b>Staff information and training</b>	Staff have access to shared SEND information on one drive including the SEND list, IEPs and other relevant and appropriate documentation. The send list is updated termly and the IEPs annually. Bespoke IEPs written for pupils with SEND/SEMH. Shared with families/pupil and staff  INSET or staff meeting on special needs is carried out on a needs based basis.	Opportunities to receive quality evidence based CPD relating to SEND to be included in the education section of each yearly update on the school development plan. This will be needs based.	Begin Sept 2023 and to continue yearly thereafter	SENDCo Head and Deputy Heads Staff SLT link	
<b>Sport</b>	The school acts to try to include access for all students in all activities where safe to do so. Reasonable adjustments are employed to allow all students to access the wider curriculum, extra curriculum and in	Subject areas to be included in the annual SEND inclusion audit to monitor inclusion and further plan.	Beginning with the initial audit and continuing on a yearly basis thereafter	Head, SENDCo and Director of Sport	The SENDCo will brief the DoS on particular needs and adjustments made so that a pupil has the opportunity to participate. E.g. A pupil with SEMH always working in a pair
<b>Music</b>				Head and Director of Music	
<b>Off-site activities and</b>				Head and relevant staff member.	Where pupils are neurodivergent, staff taking the activity will follow Appendix

<b>Boarding</b>	boarding as far as possible.				24 Neurodivergent and trips. The SENDCo to brief staff, help with groups and be involved in meetings with parents.
<b>School Examinations</b>	Adaptations are in accordance with examination board regulations and professional recommendations.  For internal exams there is an evidence sheet that is completed by the invigilator to confirm how the pupil used their access arrangements	Formal procedure for SEND/access arrangement referral from parent/carer/guardian mentioned above to be followed in this situation as well	2022/2023	Internal Examinations Officer and SENDCo	The SENDCo and the internal exams officer meet ahead of the exams to plan for how to accommodate all access arrangements. These will be explained to pupils. Exam access arrangements are reviewed following each set of internal exams.
<b>Improving the physical environment</b>					
<b>Focus</b>	<b>Existing Adaptations</b>	<b>Future possible adaptations</b>	<b>Timescale</b>	<b>Monitoring by whom</b>	<b>Notes</b>
<b>Steps</b>	Access to reception area for wheelchair users via mobile ramp.	Permanent ramp install	TBC within scope of development plan	DoO	Mobile ramp is currently in place to ensure accessibility
	school hall and to 2 & 4/Centenary building.  Mobile ramp for entrance steps to The House.				
<b>Stairs</b>	Those who need to can use the "red" stairs.	Additional handrails; but these would restrict already narrow staircases.		DoO	Feasibility looked at - not easily achievable
	Addition of handrails to			DoO	

	the back stairs				
<b>Exterior surfaces and paving</b>	Replacement of the old red brick path	Extending the gravelling round tennis court		DoO	One large section done summer 2018, more to follow
<b>Building entrances and exits</b>	Holdbacks available as necessary.  Following security review, locks are DDA and fire compliant but access in older buildings is still restrictive.		Routine	DoO	Fire inspections have confirmed entrances and exits are satisfactory  All fire doors replaced or improved 2016-2018
<b>Emergency exits</b>	All buildings comply with latest regulations.			DoO	
<b>Internal and external doors</b>	Glass in classroom and corridor doors enables people to see if there is anyone the other side.	Door furniture: handles that operate easily.		DoO	Check regularly that notices and posters do not obscure view.
<b>Gates</b>	72 Banbury Road gates always open for access. 74 Banbury Road gate permanently shut. Access through both Bardwell Road gates from 6.30am-7.00pm.	Modify opening/closing mechanisms on Bardwell Road gates for easier access and closure.	Routine	DoO	Low priority
<b>Toilets</b>	One disabled toilet in 2 & 4 and another in the hall.			DoO	No action required

<b>Washing facilities</b>	Height of washbasin and hand dryer adapted for wheelchair use in 2 & 4 and in the hall.			DoO	No action required
<b>Lighting</b>	Emergency lights in place throughout the school.	Consider most effective lighting for those with visual difficulties when upgrading lighting.  Investigate solutions to modern lighting affecting staff/pupils/visitors with light sensitivity.	Routine	DoO	
<b>Lifts</b>	None	Devise plan for installation if required, but not easily achievable as would be costly and have considerable structural implications.	Long term	DoO	Very low priority
<b>Floor coverings</b>	Floor coverings being upgraded and replaced on a rolling programme.		Routine	DoO	
<b>Furniture</b>	There is a facility for different heights of stools and chairs.	Store cupboard for specialist equipment.  Acquire moveable height, adjustable table if required.	As required	DoO	
<b>Specialist desk/chairs</b>		Case by case, as required.	As required	DoO	



<b>ICT equipment</b>	Pupils who require technology to assist their learning are encouraged to bring in their own devices e.g. laptop. The IT administrator will ensure that appropriate filters are applied so that they can access appropriate documents e.g. Office 365 and appropriate sites. The SENDCo will make staff aware that a pupil maybe using assistive technology in lessons.	Invest in specific software (e.g. Texthelp Read and Write) for dyslexic pupils and others to be on dedicated computers. They didn't use it	As requested	IT administrator & SENDCo	For exams school laptops will be used and where technology such as speech to text is the pupil's normal way of working, this is provided.
<b>Light Switches &amp; plugs</b>		Case by case.	Routine	DoO	
<b>Scientific glassware</b>	Robust glassware available for those who need it.		Routine	Head of science	
<b>Portable aids</b>	Each pupil has their own.	Have spare locker capacity for storage as required.	As requested	DoO; technician	
<b>Improving the delivery of information</b>					
<b>Focus</b>	<b>Existing Adaptations</b>	<b>Future possible adaptations</b>	<b>Timescale</b>	<b>Monitoring by whom</b>	<b>Notes</b>
<b>Timetables</b>	Individual and partial timetables can be put in place as required	Awareness of individuals when planning the timetable e.g. reducing	Routine	Head, SENDCO, Deputy Head Academic & timetabler	

		movement between buildings.			
<b>Text books</b>	<p>Staff follow recommendations for resources from IEPs written by the SENDCo.</p> <p>Digital text books can be sourced as can abridged versions and audio versions of novels if this would benefit a student with SEND</p>	<p>Make writing frames or/and templates available.</p> <p>Teachers may read and record text for individual pupils if necessary, as done in the past.</p> <p>Increased use of photography from iPads and phones where students require this</p>	As required	SENDCo and staff	Suggestions will be made on the pupil's IEP
<b>Handouts</b>	Photo enlargements and use of coloured paper are used when recommended on a student's IEP.	Continue to extend use of colour and diagrams and avoid greyscale as appropriate.	Routine	SENDCo and staff	
<b>Prep</b>	Prep is recorded in student planners and in some subjects on digital notebooks. Detail in IEPs may alert a teacher where there is a need for them to record the student's prep for them or check they have written it down themselves.	Use an online version of prep recording where all prep is recorded in a central place.	<p>Trial late Trinity term 2023</p> <p>Refine and embed 2023/2024</p>	Deputy Head Academic SENDCo Progress tutors/form tutors	
<b>Information about proposed school</b>	Information is imparted verbally through form teachers and assembly, and via Wychwood	Extend communication via email, Wychwood	Ongoing	Head, Marketing and Admissions team, DoO and administrative staff.	

<b>activities, visits etc</b>	<p>Weekly and the website calendar to pupils and parents.</p> <p>Make use of "buddy" system to ensure that all information has been conveyed and passed on to absentees and partial attendees.</p> <p>Do duplicate letters to be sent to parents of dyslexic, dyspraxic and other children, as requested.</p>	Weekly and website.			
<b>Braille</b>	None	As required	As required	SENDCo	
<b>Audio CDs</b>	Availability of some literary texts.	Consider the acquisition of CDs of set texts in other subjects to be accessed via appropriate technology.	Routine	SENDCo and librarian	TAs will assist with uploading text books via Bookshare so that SEND pupils have access to a digital version.
<b>DVDs</b>	DVDs of some literary and drama text performances	Extend collection as specifications change	As required	English, drama departments and librarian	
<b>Signing in and out</b>	<p>Books on all boarding house doors</p> <p>All boarders to carry mobile phones after supper.</p>	<p>Assume pupil is present unless notified to the contrary (as done before with disabled pupil).</p> <p>Use the internal phone or/and email system.</p>	As required	Head of Boarding	

	Boarding house staff to have lists of their pupils' mobile numbers				
<b>EAL families</b>	Offer translation of documents where relevant.		As required	EAL teacher	
<b>Use of colour for easy reading</b>	Coloured acetates available as required from SENDCo.  Work is copied onto the colour of paper recommended by the SENDCo in a student's IEP.	Students to be able to alter the colour of the digital screen they are working on using software. Staff to be shown how this accessibility software works so they can encourage it.	Dec 2023	SENDCo Digital strategy lead	Exam boards generally use black on white, but some papers are green or yellow. Pupils will need to be familiar with what they will be confronted with in the real thing.
	Staff Ensure graph paper is bold and legible.	Look into different coloured backgrounds to be used on interactive whiteboards.		Head of Maths Head SENDCo Digital strategy lead	Case by case use of coloured paper in examinations and hand-outs
<b>Pens and pencils</b>	Awareness of colours used on white Boards.  IEPs may suggest particular ergonomic pens /pencils			All staff	

<b>Bulletin</b>	Wychwood weekly goes out every week to parents/carers/teachers and students				
<b>Social media</b>	Twitter and Facebook introduced 2011 Wychwood Careers Twitter feed introduced January 2015 Instagram introduced 2017	Increase frequency and pictures		Marketing and Admissions, all staff and Head	
<b>Website</b>	New website launched in May 2023	Review the accessibility of the website after it is up and running.  Add in additional accessibility features as they are developed and available.		Head, Marketing and Admissions	