

Accessibility Plan

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Reviewed By	DR, AS, MS
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Version	9.1



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 director\ s 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 SLG (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.

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Participation in the Curriculum

Focus	Existing Adaptations	Future possible adaptations	Timescale	Monitoring by whom	Notes
Staff deployment	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.	IEPs for all pupils with a diagnosis give strategies to support staff in their understanding and teaching.	Ongoing	SENDCo/ SLG	2018 Specialist Maths support teacher Access to online tutoring company from 2024, organised and co-ordinated by the SENDCo
	Maths support from Maths department and specialist support is sought if needed.				
Timetabling	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 SLG SENDCo	
SEND	Allow for the possibility of professional help such as physiotherapist, SLG, Teacher of the deaf etc.	Parents, carers and guardians to be made aware of the local offer in one place	June 2025	Head, SENDCo and SLG	
	SENDCo makes contact details of our Assessor available to parents after	Increasing numbers of parents and pupils aware of			

	<p>staff recommendations for testing.</p> <p>SENDCo lists additional resources on IEPs for parents and staff.</p>	<p>advantages of having an Ed. Psych's report.</p>			
	<p>Flexibility on room allocation to facilitate attendance at lessons.</p>		Routine		
	<p>Examination access organised by SENDCo and implemented by Examinations Officer. Wychwood has the capacity to assess students for access arrangements in house.</p>	<p>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. This should include a contact address for the SENDCO on the SEND section on the school website and advice about what to do if they feel their child has a SEND issue.</p>	As above	SENDCo/SLG	
	<p>SENDCo reviews EHCP and short term outcomes for pupils with EHCPs and IEPs annually</p> <p>Informal review of IEPs for other pupils without an EHCP\ happens throughout the year and they are updated after diagnostic or EAA assessments. They are</p>			SENDCo/SLG	

	discussed with pupils, parents and then shared with staff.				
	Appropriate resources available for effective teaching and learning for pupils with SEND	IEP details adjustments for lessons and where specialist equipment is needed this is shared with subject staff on the advice of professionals e.g. OT	SEND budget available to be spent on equipment and resources as needed	SENDCo/DoO/Finance/Head	
Curriculum options	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.	Regular meeting in Hilary term to be set for Core subject heads, Deputy Head Academic and SENDCo to discuss any alternative qualifications and course provisions as necessary.	Routine Initial meeting ed Hilary term 2025 and annually thereafter	Head, Deputy Head Academic & SENDCo	
Achievement of students with SEND	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. Students are encouraged to achieve and high expectations are set.	Continue to monitor and act as necessary Search for and deliver ways to promote excellent role models with SEND including in displays/ posters/ visitors	EDI lead to be appointed June 2025 and EDI plan to be formulated and delivered thereafter created	Deputy Head Academic Gender Inclusion team SENDCo SLG EDI team	
Staff information and training	Staff have access to shared SEND information on one drive including the SEND list, IEPs and other relevant and appropriate documentation. The send			SENDCo Head and Deputy Heads Staff SLG link	

	<p>list is updated termly and the IEPs annually. Bespoke IEPs written for pupils with SEND/SEMH. Shared with families/pupil and staff</p> <p>INSET or staff meeting on special needs is carried out on a needs based basis.</p>				
Sport	<p>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 boarding as far as possible.</p>	<p>Subject areas to be included in the annual SEND inclusion audit to monitor inclusion and further plan.</p>	<p>Beginning with the initial audit and continuing on a yearly basis thereafter</p>	<p>Head, SENDCo and Director of Sport</p>	<p>The SENDCo will note needs and adjustments made on pupil's IEPs so that a pupil has the opportunity to participate. E.g. A pupil with SEMH always working in a pair</p>
Music	<p>Access to class and individual music as desired.</p>	<p>On a case by case basis.</p>	<p>Routine</p>	<p>Head and Director of Music</p>	
Off-site activities and Boarding	<p>Additional transport or/and staffing arranged as required.</p>	<p>On a case by case basis.</p>	<p>Routine</p>	<p>Head and relevant staff member.</p>	<p>Where pupils are neurodivergent, staff taking the activity will follow Appendix 24 Neurodivergent and trips. The SENDCo to brief staff, help with groups and be involved in meetings with parents.</p>
School Examinations	<p>Adaptations are in accordance with examination board regulations and professional recommendations.</p> <p>For internal exams</p>	<p>SENDCo co-ordinates access arrangements for all pupils, ensuring that they know what they have & how best to use it. SENDCo reviews access arrangements after</p>	<p>As above</p>	<p>Examinations Officer and SENDCo</p>	<p>The SENDCo and the 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.</p>

	there is an evidence sheet that is completed by the invigilator to confirm how the pupil used their access arrangements	each set of internal exams			
Improving the physical environment					
Focus	Existing Adaptations	Future possible adaptations	Timescale	Monitoring by whom	Notes
Steps	Wheelchair access to reception area,	.		DoO	
	school hall and to 2 & 4/Centenary building. Mobile ramp for entrance steps to The House.				
Stairs	Those who need to can use the "red" stairs. Addition of handrails to the back stairs	Additional handrails; but these would restrict already narrow staircases.		DoO DoO	Feasibility looked at - not easily achievable
Exterior surfaces and paving	Replacement of the old red brick path	Extending the gravelling round tennis court		DoO	One large section done summer 2018, more to follow
Building entrances and exits	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

Emergency exits	All buildings comply with latest regulations.			DoO	
Internal and external doors	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.
Gates	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
Toilets	One disabled toilet in 2 & 4 and another in the hall.			DoO	No action required
Washing facilities	Height of washbasin and hand dryer adapted for wheelchair use in 2 & 4 and in the hall.			DoO	No action required
Lighting	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	
Lifts	None	Devise plan for installation if required, but not	Long term	DoO	Very low priority

		easily achievable as would be costly and have considerable structural implications.			
Floor coverings	Floor coverings being upgraded and replaced on a rolling programme.		Routine	DoO	
Furniture	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	
Specialist desk/chairs		Case by case, as required.	As required	DoO	
ICT equipment	Pupils have access to a 1:1 device either through a school leasing scheme or by bringing their own device. 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. A regular review meeting of technology will form part of the digital strategy and assistive technologies will be reviewed as they become available and needed as part of that.	As requested First meeting Trinity 2025 and annually thereafter	IT administrator & SENDCo Digital strategy team	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.
Light Switches & plugs		Case by case.	Routine	DoO	

Scientific glassware	Robust glassware available for those who need it.		Routine	Head of science	
Portable aids	Each pupil has their own.	Have spare locker capacity for storage as required.	As requested	DoO; technician	
Improving the delivery of information					
Focus	Existing Adaptations	Future possible adaptations	Timescale	Monitoring by whom	Notes
Timetables	Individual and partial timetables can be put in place as required	Awareness of individuals when planning the timetable e.g. reducing movement between buildings.	Routine	Head, SENDCo, Deputy Head Academic & timetabler	
Text books	Staff follow recommendations for resources from IEPs written by the SENDCo. Digital text books can be sourced as can abridged versions and audio versions of novels if this would benefit a student with SEND		As required	SENDCo and staff	Suggestions will be made on the pupil's IEP
Handouts	Photo enlargements and use of coloured paper are used when recommended on a students IEP.	Continue to extend use of colour and diagrams and avoid greyscale as appropriate.	Routine	SENDCo and staff	

Prep	Prep is recorded on one drive in an electronic prep planner Students also have paper 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.	Move away from one drive digital prep planner to using the assignment tab on teams as part of the digital strategy	Initial use Hilary 2025 Embed and move to all assignments being recorded on teams by 2025-2026	Deputy Head Academic SENDCo Progress tutors/form tutors	
Information about proposed school activities, visits etc	<p>Information is imparted verbally through form teachers and assembly, and via Wychwood 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>Where the SENDCo feels there could be issues for some pupils they will work with the trip/activity organiser and parents to agree appropriate accommodations.</p>	Extend communication via email, Wychwood Weekly and website.	Ongoing	Head, Marketing and Admissions team, DoO and administrative staff.	
Braille	None	As required	As required	SENDCo	

Audio CDs	Availability of some literary texts.	Consider the acquisition of digital recordings of set texts in other subjects to be accessed via appropriate technology.	Routine	SENDCo and librarian	Assistance will be given with uploading text books via Bookshare so that SEND pupils have access to a digital version.
DVDs	Digital recordings of some literary and drama text performances	Extend collection as specifications change	As required	English, drama departments and librarian	
Signing in and out	Books on all boarding house doors All boarders to carry mobile phones after supper. Boarding house staff to have lists of their pupils' mobile numbers	Assume pupil is present unless notified to the contrary (as done before with disabled pupil). Use the internal phone or/and email system.	As required	Head of Boarding	
EAL families	Offer translation of documents where relevant.	A group of Young translator buddies to form and be used to help new students with limited English assimilate better	As required Michaelmas 2025	EAL teacher	
Use of colour for easy reading	Coloured acetates available as required from SENDCo. Work is copied onto the colour of paper recommended by the	Staff to be trained on the use of other assistive technologies as part of the digital strategy		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.

	<p>SENDCo in a student's IEP.</p> <p>Pupils can change the appearance of their texts on their 1:1 devices.</p>		Michaelmas 2025		
	<p>Staff Ensure graph paper is bold and legible. Graph paper is copied onto coloured paper for students where there is a need to do this and students supplied with this.</p>	<p>Look into different coloured backgrounds to be used on interactive whiteboards.</p>		<p>Head of Maths, Head SENDCo Digital strategy lead</p>	<p>Case by case use of coloured paper in examinations and hand-outs</p>
Pens and pencils	<p>Awareness of colours used on white Boards.</p> <p>IEPs may suggest particular ergonomic pens /pencils</p>			All staff	
Bulletin	<p>Wychwood weekly goes out every week to parents/carers/teachers and students and the SENDCo provides information in a 'Tips and Techniques' section every week</p>				
Social media	<p>Twitter and Facebook introduced 2011 Wychwood Careers Twitter feed introduced January 2015 Instagram introduced 2017</p>	<p>Increase frequency and pictures</p> <p>Social media to be monitored by EDI lead when appointed</p>	Sept 2025	<p>Marketing and Admissions, all staff and Head EDI lead</p>	

Website	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 EDI lead	
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