



Accessibility Plan

2025-26

NORTH OXFORDSHIRE ACADEMY

Review Timetable

The Policy will be reviewed every year, as set out below	
LGB Date of Ratification	1 July 2026
Review Interval	Annually
Date of Last Review	Interim review – 1 June 2026
Date of Next review	30 August 2026
Owner & Attached Governor	Katherine Graham and Neil Castle

1. Vision and Strategic Intent

North Oxfordshire Academy is committed to delivering an exceptionally inclusive education where disabled pupils, staff, parents and visitors experience full and equitable access to all aspects of school life.

Accessibility is embedded into:

- Curriculum design
- Teaching and learning
- Leadership decision-making
- Site development
- Communication systems

Leadership ensures accessibility is proactive, evidence-led, and rigorously monitored, not reactive.

2. Statutory Compliance

This plan meets requirements under:

- Equality Act 2010
- Public Sector Equality Duty (PSED)
- SEND Code of Practice (2015)

The plan addresses the three statutory strands:

1. Increasing access to the curriculum
2. Improving the physical environment
3. Improving access to information



3. Definition of Disability

Disability is defined in line with the Equality Act 2010 as a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities, including physical, sensory, cognitive and hidden disabilities.

4. Contextual Information (School Site & Provision)

North Oxfordshire Academy operates across a multi-building site with:

- Three-storey teaching blocks with lift access
- Fully accessible entrances and disabled parking bays near reception
- Disabled toilets available on all floors
- Automatic doors in key areas including the SEN provision base

Specialist facilities include:

- Sports hall and gym (ground floor access)
- Adapted changing arrangements when required
- Accessible outdoor provision including:
 - Astro turf pitch
 - Athletics track
 - Hard court areas
 - Playing fields accessible via level or shallow slope routes

The site is regularly reviewed through accessibility audits to ensure continued compliance and improvement.

The school context reflects a cohort with a significant proportion of vulnerable learners, including pupils with SEND, disadvantaged pupils and those with additional needs. Internal and national data (IDSR, 2026) shows that overall attainment and progress are broadly in line with national averages, with strengths in progress for middle and high prior attainers.

Attendance remains an identified priority, particularly for SEND pupils, where attendance is below national (82.0% compared to 86.2%).

Persistent absence and suspension rates, particularly for vulnerable groups including SEND and disadvantaged pupils, remain areas of focused improvement and are addressed through this accessibility plan.



5. SEND Profile and Specialisms

The academy supports a wide range of needs:

Communication & Interaction

- Autism (ASC)
- ADHD / ADD
- Speech, Language and Communication Needs (SLCN)
- Anxiety-related needs

Social, Emotional & Mental Health (SEMH)

- ADHD
- Tic disorders

Sensory & Physical

- Visual Impairment
- Hearing Impairment
- Physical Disabilities

Cognition & Learning

- Dyslexia
- Dyscalculia
- Dyspraxia

Our Provision includes the following:

- Specialist Teaching Assistants (Cognition & Learning, EAL, Sensory & Physical)
- HLTAs and trained inclusion staff
- Access to intervention base resources and assistive technology



6. Strategic Priorities (2025–26)

Priority 1: Curriculum Access

Ensure all disabled pupils achieve highly and participate fully.

Priority 2: Physical Environment

Ensure the environment is safe, inclusive and enables independence.

Priority 3: Access to Information

Ensure all communication is accessible in multiple formats and meets legal standards.

7. Key Performance Indicators (KPIs)

Pupil Outcomes

Baseline (2025–26 IDSR)

- SEN progress and attainment are close to average compared to national across most measures
- Overall attendance: 91.1% (close to national 92.0%)
- SEND attendance: 82.0% (below national 86.2%)
- Persistent absence (all pupils): 24.1% (broadly in line with national)
- Suspension rates remain above national for some groups, particularly FSM pupils (IDSR: shows reducing trend but still elevated)

Participation

- ≥90% of SEND pupils attend at least one extra-curricular activity annually
- 100% access to trips and enrichment with reasonable adjustments

Teaching & Provision

- 100% teaching staff complete annual SEND/adaptive teaching CPD
- ≥90% lessons show effective adaptive practice (QA evidence)



Safety & Access

- 100% PEEPs in place and reviewed termly
- 100% relevant staff trained in evacuation procedures

Communication

- 100% key information available in accessible formats within 5 working days
- The website is partially compliant with the Web Content Accessibility Guidelines (WCAG) 2.1 AA standard and is subject to regular audit and ongoing improvement. All new content is produced in line with accessibility requirements, and identified gaps (including legacy PDF documents and document structure issues) are being systematically addressed. Further information is provided in the website accessibility statement.

Priorities are informed by internal performance data, stakeholder voice, and national benchmarking (IDSR). Particular focus is given to improving outcomes and access for pupils with SEND, especially where attendance, persistent absence, and behaviour indicators identify additional barriers to engagement.

8. Action Plan with Monitoring Framework

Priority 1: Curriculum Access

Actions:

- Individual access plans created and reviewed for all disabled pupils
- CPD programme on adaptive teaching and SEND strategies
- Audit participation in curriculum, clubs, trips and wider school life
- Ensure all staff are aware of SEND needs and access arrangements
- Targeted intervention strategies will be implemented for groups identified through IDSR analysis, particularly pupils with SEND and those with low attendance or high exclusion risk.
- Curriculum adaptations will prioritise re-engagement, literacy support, and scaffolded learning approaches to improve access for pupils whose attendance and engagement present barriers to learning.
- Annual site accessibility audit (completed by July 2026 and reviewed annually)



Monitoring:

- Termly SEND-focused book scrutiny
- Lesson observations and learning walks (daily)
- Data analysis of attainment, progress and attendance (termly)
- Attendance and behaviour analysis for SEND and vulnerable groups linked to IDSR indicators (half-termly)

Evidence Sources:

- Progress data dashboards
- CPD logs
- Observation records
- Pupil voice

Accountability:

- SENCO (Lead)
- Principal (Oversight)
- Governors (termly strategic review of KPIs and impact)

Priority 2: Physical Environment

Actions:

- Annual site accessibility audit (see priority 1)
- Maintain and monitor PEEPs (reviewed termly)
- Ensure signage and displays follow accessibility guidance (e.g. dyslexia-friendly)
- Staff training on evacuation chairs (delivered annually and refreshed as required)

Monitoring:

- Health & Safety inspections
- Fire drill evaluations
- Site audits (termly)

Evidence Sources:

- Audit reports
- Fire drill logs
- PEEP documentation



Accountability:

- SENCO & Site Manager
- Principal oversight
- Governor H&S review

Priority 3: Access to Information

The school website is partially compliant with WCAG 2.1 AA standards and is subject to regular audit and review. Identified areas for improvement include legacy PDF accessibility, document structure, and alternative text for images. These are being systematically addressed through staff training, content review cycles, and ongoing accessibility audits.

Actions:

- Provide accessible formats: large print, simplified English, audio, translated materials
- Ensure digital compliance (WCAG 2.1)
- Use multiple communication methods (face-to-face, text, digital platforms)
- Staff training programme on producing accessible documents (e.g. screen-reader compatible formats, use of headings, alternative text)
- Termly website accessibility audits and compliance checks
- Clear process for responding to accessibility requests within 5 working days, in line with published accessibility statement

Monitoring:

- Communication audits
- Website compliance checks
- Parent feedback

Evidence Sources:

- Accessibility logs
- Website audits
- Parent surveys

Accountability:

- Office Manager, SENCO and Digital/IT Lead
- Principal oversight
- Governor review



9. Monitoring, Review and Governance

Monitoring Cycle

- Half-termly: SENCO and SLT review (including attendance and behaviour analysis)
- Termly: KPI reporting to governors
- Annually: Full accessibility review and plan update (by September each year)

Governance

- Named Accessibility Governor
- Termly scrutiny of:
 - SEND outcomes
 - Accessibility KPIs
 - Audit findings

10. Stakeholder Engagement

Pupil Voice

- Termly surveys and focus groups

Parent Voice

- Annual SEND survey
- Targeted accessibility feedback

Staff Voice

- CPD evaluations and confidence tracking

11. Evidence of Impact

The school maintains a live evidence base including:

- SEND performance data
- Attendance and behaviour analysis
- Club/trip participation tracking



- Case studies of individual impact
- Professional reports

Impact is demonstrated through:

- Improved outcomes
- Increased participation
- Positive stakeholder feedback
- Reduction in identified barriers

Impact is triangulated against national benchmarking data, including the Inspection Data Summary Report (IDSR). This ensures that school improvement priorities, particularly those related to SEND accessibility, attendance, and behaviour, are aligned with externally validated performance indicators.

12. Equality Impact and Continuous Improvement

All strategic decisions are assessed for accessibility impact.

Plan updates are informed by:

- Data trends
- Stakeholder voice
- Evaluation findings

