

Disability Access Plan 2026 – 2027

Oakham School is committed to providing a fully accessible environment to meet the needs of its pupils, staff, parents and visitors. This Disabled Access Plan has been developed in accordance with the following:

Equality Act 2010, Schedule 10 – Accessibility for disabled pupils, clauses 3 & 4:

3. (1) The responsible body of a school in England and Wales must prepare:
 - (a) an accessibility plan.
 - (b) further such plans at such times as may be prescribed.
- (2) An accessibility plan is a plan for, over a prescribed period:
 - (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
 - (b) improving the physical environment of the school 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
 - (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- (3) The delivery in sub-paragraph (2)(c) must be:
 - (a) within a reasonable time.
 - (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.
- (4) An accessibility plan must be in writing.
- (5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.
- (6) The responsible body must implement its accessibility plan.



- (7) A relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan.
- (8) A relevant inspection is an inspection under—
- (a) Part 1 of the Education Act 2005, or
 - (b) Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England).
4. (1) In preparing the accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan.
- (2) The proprietor of an independent educational institution (other than an Academy) must, if asked, make a copy of the school's accessibility plan available for inspection at such reasonable times as the proprietor decides.
- (3) The proprietor of an independent educational institution in England (other than an Academy) must, if asked by a Minister of the Crown, give the Minister a copy of the school's accessibility plan.

The plan should be read in conjunction with the following policies:

- Health and Safety Policy
- Aims of the School General Policy
- Admissions Policy
- Estates plan of Works
- Security Policy
- Pastoral Care Policy

Disability Access Plan created by:

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Deirdre MacDonald (Estates & Services Director) Alan Hume (H&S Manager) Emma Stanley Isaac (Head of Learning Support, SENCo)

Disability Access Plan reviewed by:

William Hawkes (Chief Operating Officer)

Qin Wiseman (Senior Deputy Head)

David Allsop (H&S Trustee)



Development Area	Overall goal	Strategies for delivery	Actions required (date)	Implemented (date)
Strategic Planning	Ongoing development of this 3-year Disability Access Plan (taking account of Schedule 10 of the Equality Act 2010)	Scrutiny of accessibility plan by the Chief Operating Officer (COO), Senior Deputy Head, Deputy Head - Academic, Estates Manager and Health and Safety Manager drawing together all the relevant areas – admissions, curriculum, information, employment and physical environment.	Reviewed annually (next review by December 2026)	
Admissions	1. To ensure the School uses an Admissions Policy that is legally compliant.	1. Review the model admissions policy from the ISBA and adapt current policy.	1. Annual review to be completed by Director of Admissions and Head by September 2026 for inclusion of policy in next Current Information Booklet part of prospectus.	
	2. To ensure that the School's forms and application procedures highlight any candidate's needs for 'any reasonable adjustments' required 'in relation to entrance examination, visiting day or entry to the school'.	2. Review the School's forms and procedures	2. Ensure the policy is accessible on our website allowing for a shorter version to be published in the Current Information Booklet of our prospectus.	



Development Area	Overall goal	Strategies for delivery	Actions required (date)	Implemented (date)
Curriculum Delivery Academic	1. To enable pupils to access/receive and apply the curriculum. .	1. The School provides a Learning Support (LS) department staffed by specialist teachers.	1. LS department to continue to provide appropriate and suitable support to all pupils who require it, across the year groups. [Ongoing]	1 & 2. Pupils in the School, including SEND pupils, are achieving well across the ability range. The majority make good progress relative to ability, confirmed by GCSE, A Level, BTEC, and IB results (Aug 2025).
	2. To enable pupils to become independent and confident learners.	2. LS teachers have varied skills covering curriculum demands at all levels.	2. LS department to support all subjects across the curriculum. [Ongoing]	1 & 2. Annual Department Review of LS dept between Head/Deputy Head Academic and HoD (next due Winter 2026). Appraisal of LS teachers by HoD. (To embed with new PR&D process Spring 2026 onwards)
	3. To support Specific Learning Difficulties within the context of the School's academic curriculum offering	3. Guidance is obtained from outside specialists when necessary.	3. Continue to improve the identification process for SEND pupils from the initial contact with the pupils until they leave.[Ongoing]	3. Regular inspection of exam access arrangements. (JCQ inspection passed 12/5/23). The Exams Office had a general inspection on 11/6/25 and a question paper inspection on 16/6/25.
		4. Regular monitoring and tracking of all year groups' academic progress.	4. IEPs to be kept up to date and communicated to teaching staff regularly [Ongoing]	4. All staff attended INSET training re IEPs and supporting SEN pupils, including ADD, ADHD and ASD (Sept 2023, updated Jan 2026). SENCo delivering training on Adaptive Learning and SEN pupils to all teaching staff as integral part of whole-school CPD (Spring 2026).



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Curriculum Delivery Academic (continued)		5. Regular communication between pupils, Learning Support staff, House and academic staff and parents re progress, assessments and support.	5. Drop-in SEN support and subject specific supported study is provided free of charge to all pupils, in accordance with legislation. In addition to this, small group learning support is provided free of charge to pupils in Forms 1 to 3. [Ongoing]	5. LS staff completed JCQ training for new regulations (Aug 2025)
		6. Liaison between LS dept and Exams Office to ensure appropriate arrangements are made for pupils with SEND to have access to public examinations.	6. Adjust school systems and processes to match JCQ regulations 2025-2026	6. Pupil monitoring form created and delivered via MS Forms (Ongoing).
		7. Provision made for exam access arrangements: extra time, computer use, read aloud, rest breaks.	7. The SENCo works closely with the Exams Officer, parents and pupils.	7. Ongoing.
		8. IEPs are communicated to teachers to ensure appropriate tailored learning measures are put in place.	8. In September INSET, Teaching staff are instructed to check all IEPs (on ISAMS) and make a record of this to embed in planning. They sign a (MS Forms) document to confirm that this has been completed. Teachers are contacted via ISAMS when updates are made or new IEPs created.	8. Ongoing as new IEPs are created or updated following an assessment / diagnosis. MS Forms document available with Teacher signatures.



		9. Regular monitoring use of extra time in lessons / internal school examinations to provide evidence to support access arrangements. (Ongoing)	9. The SENCo liaises with pupils and class teachers and stores copies of tests / exams showing the use of extra time digitally in secure electronic folders. Invigilator forms which record exam accommodations are completed for end of year examinations.	9. Ongoing. Available in the secure Learning Support folder on the Z: drive.
		10. Classrooms can be arranged/relocated to provide more space/better access for disabled students.	10. Ongoing – depending on the SEND – when required.	10. Ongoing.

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Curriculum Delivery Academic (continued)		11. Regular staff training in SEN issues: academic staff induction; HoDs' meetings; guidance issued by SENCo; SENCo sits on the Academic Leadership Team and reports directly to the Deputy Head Academic, also meets routinely with Deputy Head Pastoral to ensure suitable care of SEND pupils.	11. Ongoing. Refer to point 4.	11. Ongoing. Refer to point 4.



		12. SEND information available to all staff: SEN register; notes for guidance for teachers on iSAMS.	12. SEND information is added / updated on ISAMS every September at the beginning of the academic year. Staff are informed. New SEND information is added when required (e.g. a new assessment / diagnosis) and any updates are made to existing IEPs (when required). Staff are informed of any new IEPs or updates via ISAMS.	12. September 2025 and ongoing.
		13. IT programmes to support learning in LS dept.	13. Exam Writepad has been embedded for pupils who WP. Speech to text investigated. ClaroRead to be ordered in January 2026.	13. January 2026.
		14. Regular specific training for LS staff.	14. Reader and Scribe Training delivered to the LS Team by the SENCo in January 2025. Update needed in January 2026. The LS team attend staff CPD. SEN-Specific training delivered within the department when required.	14. January 2026.
		15. Liaison re teaching and learning between LS dept and academic departments.	15. Ongoing throughout the year.	16. Ongoing.
		16. Curriculum adjustments for SEND pupils as advised by SENCO.	16. Ongoing – as and when required. The SENCo is a member of the ALT and regularly works with HoDs, the Director of Learning, the Director of Studies, on academic matters.	16. Ongoing.



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Co-Curriculum Delivery	1. To enable pupils to access/receive and apply the co-curriculum as far as is reasonable and possible. 2. To enable pupils to become independent and to enhance their learning in the broadest sense.	1. A full extracurricular programme offering very broad choice. 2. Role of tutors in overseeing the programme of individual pupils, thereby enabling them to make choices that suit their circumstances at a given time. 3. Tailoring of co-curriculum options for those pupils for whom adjustment is required (e.g. no 'contact' sports) 4. Training of staff e.g. with regard to use of adrenaline auto injectors. 5. An established process of risk assessment, enabling colleagues to consider the needs of individual pupils and how they can be managed within the confines of a given trip or activity.	• Regular review of the co-curricular offering. (Ongoing) • Staff use online Trips and Visits system (Evolve) to ensure proper risk management, authorisation and communication. (Ongoing) • Thorough risk assessments for each outdoor trip and activity completed by trip leader with specific consideration given to needs of individual pupils in conjunction with the Medical Centre/HM if applicable. • All staff including VMTs/VSCs to be made aware of pupil IEPs in order to tailor delivery of activities as appropriate.	Range of activities provided, documented on SOCS for each term (Ongoing termly) Trip Leaders can access iSAMS for pupil information or speak directly to the Medical Centre/ LS Dept. Risk assessments completed for all trips in advance of departure. Medical Centre consulted to ensure any pupil specific requirements are accommodated. (Ongoing) All staff attended INSET training re IEPs and supporting hearing impaired pupils (April 2025) and all staff received Risk Assessment training for trips (Jan 2026).



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Physical access	Improve disabled access to all facilities.	Undertake internal Disability Discrimination Act (DDA) Survey. Ensure access designs compatible with DDA incorporated into all new buildings, major refurbishments, and extensions, and incorporate required actions in renovation schemes where practicable. Ensure all key buildings have DDA audit and individual action plan to address any areas that could cause access problems.	DDA survey to be completed by end of Winter Term 2026. [see outcome of survey and action plan]	DDA survey risk register and action plan maintained and updated by Estates Manager /Health and Safety Officer.
Physical access	Improve signage to all buildings	Review current building signs and directional signs. Develop strategy for new signage if required. Check for hearing induction loop signage.	Review typeface, raised letters, colour contrasts, size, and locations of all signs Agree proposal with SLT. Budget application to be made for new signage throughout School based on findings.	



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Physical Access	Ensure hearing induction loops are fitted to all major lecture theatres and meeting rooms in future building projects.	Fit hearing induction loops to areas with large capacity/public areas. There are hearing loops in the Chapel and the Wilson Auditorium	Apply for funding of hearing loop at the QET to accompany all of the other disabled access utilities that are already in place. Incorporate testing of equipment in annual testing regime	
Physical Access	Disabled parking	Ensure key areas have designated disabled parking – public areas.	Include as part of new building projects, identify other areas through DDA. Repaint current disabled parking areas as required	
Physical Access	Ensure fire alarms in key meeting areas can alert all pupils, staff and visitors.	Fit beacons which flash if the fire alarm is activated, alerting those with hearing difficulties.	Beacons already in place in the Barraclough and Sports Hall Roll out to QET is still required.	
Physical Access	Ensure Disabled toilets are available and accessible for pupils, visiting parents and others	Disabled toilets assessment incorporated in all new build and larger renovation projects Existing disabled toilets to be checked to ensure access still effective. Audit of existing disabled facilities and access routes in conjunction with the DDA audit.		

Last reviewed: January 2026
Date of next review: January 2027

