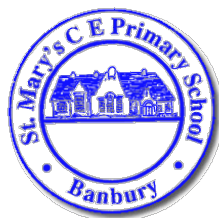


**Statutory Policy:**

Policy provided centrally for adoption by schools with minimal amendment to the core text. Changes are allowed to the text where indicated

# ODST Accessibility Statement



<b>Approved by:</b>	<b>Estates &amp; Safeguarding Committee</b>
<b>Date:</b>	<b>May 2023</b>
<b>Next review date:</b>	<b>May 2026</b>

<b>Adopted by school:</b>	<b>St Mary's Banbury</b>
<b>Date:</b>	<b>5-12-24</b>

At St Mary's Primary, we are committed to ensuring that all members of our school community—pupils, staff, visitors, and families—feel supported, valued and respected. We believe in the transformative power of learning, where each individual is given the opportunity to grow to their fullest potential. Our goal is to provide an environment where all pupils, regardless of their abilities, can flourish, guided by our Christian values of **Compassion, Endurance, Truth, and Koinonia**.

We aim to create an inclusive setting where physical, sensory, and learning barriers are removed, enabling every child to succeed. The school's accessibility plan is designed to ensure that pupils with disabilities are fully included in all aspects of school life, with a focus on improving physical access, enhancing the availability of support, and ensuring the curriculum is accessible to everyone.

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## Oxford Diocesan Schools Trust Accessibility Statement

Schedule 10 of The Equality Act 2010 requires all schools to have an Accessibility Plan. This plan should cover:

Increasing the extent to which pupils with a disability can participate in the curriculum within ODST’s schools.

Improving the physical environment of the schools in ODST for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the academy, and

Improving the availability of accessible information to pupils with a disability.

### Responsibility of Schools

In ODST schools, the creation of an Accessibility Plan is delegated by the Board of Trustees to the Local Governing Body of each member school to ensure that local needs are reflected.

The Accessibility Plan must be reviewed every three years and must be approved by the Local Governing Body (although the composition of the plan may be delegated to a committee, an individual governor or the Headteacher).

Schools should provide adequate resources for implementing their Accessibility Plan and for ensuring regular review. Ensuring effective accessibility though is a collective responsibility and the plan should be shared with all stakeholders to enable them to support this process.

### Format

A school’s Accessibility Plan may be a freestanding document but can also be published as part of another document. A checklist and example format are included below but schools should wherever possible keep their document concise whilst focussing on the principles of accessibility.

### ODST Statement of Intent

ODST is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within the Trust.

Equality Impact Assessments will be undertaken as and when policies are reviewed. The terms of reference for all Trustees' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

ODST's policy on equality aims to ensure that there is no discrimination against any group with a protected characteristic of age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, gender or sexual orientation. ODST's intention is that any person with a disability, whether a pupil or employee, is not treated any less favorably in the service, education or support they receive than people without a disability. Meeting these requirements is fully consistent with the Academy Trust's Equality Policy.

At a macro level ODST will ensure that all new building work meets the needs of users with a physical disability and will work towards making all of its accommodation accessible where it is practical to do so.

## **Vision Statement**

Under Schedule 10 of The Equality Act 2010, schools are required to have an Accessibility Plan. The purpose of St Mary's Primary's Accessibility Plan is to meet these requirements by:

- Providing greater opportunities for pupils with disabilities to fully participate in the curriculum.
- Improving the physical environment of the school to ensure pupils with disabilities can access education, facilities, and services with ease.
- Enhancing the availability of accessible information for pupils with disabilities.

At St Mary's Primary, we recognise disability as a physical or mental impairment that has a substantial and long-term adverse effect on an individual's ability to perform day-to-day activities.

We are dedicated to building an inclusive environment where all pupils, staff, parents/carers, and visitors feel valued, respected, and supported. Our mission is to break down barriers to learning, enabling every individual, regardless of their physical, sensory, social, emotional, spiritual, or cultural needs, to achieve their fullest potential.

To uphold this commitment, we will provide ongoing training and resources to staff, empowering them to deliver the plan effectively. The plan will be reviewed regularly by the Local Governing Body, at least once every three years, to ensure it remains aligned with the evolving needs of our school community.

The plan will be shared openly with staff and the wider school community to promote transparency and collective responsibility. At St Mary's Primary, we believe accessibility is a shared responsibility, involving not just the Local Governing Body and Headteacher, but every member of our school community.

## Appendix 1- Accessibility Plan Checklist

What to Cover	Tips
<p>Accessibility plans must set out how the school will:</p> <p>Aim to increase the extent to which pupils with disabilities can participate in the curriculum;</p> <p>Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided;</p> <p>Improve the availability of accessible information for disabled pupils.</p>	<p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <p>Are all the shelves in the library accessible to all? Is there adequate lighting in all areas?</p> <p>Is information provided in large print, Braille, etc.?</p> <p>Do the curriculum and resources include examples of people with disabilities?</p> <p>Do admissions policies ensure equal accessibility?</p>
<p>Policy introduction</p>	<p>What is the purpose of the policy?</p> <p>What legislation does it comply with?</p> <p>How does it help the school meet its aims and values?</p>
<p>Details of how you will make the school's curriculum, physical environment and information more accessible for people with disabilities</p>	<p>This section of the policy could include:</p> <p>Targets</p> <p>The strategies that will be employed to meet these targets</p> <p>Timescales</p> <p>Who is responsible for particular targets/strategies</p> <p>Success criteria</p>
<p>Monitoring and evaluating the plan</p>	<p>When was the plan approved?</p> <p>When will it be reviewed?</p> <p>By whom?</p>

## Appendix 2- Considerations around the School

Areas	Features
Main building	<p>All classroom entrances and exits are wheelchair-accessible with flat access points.</p> <p>Disabled toilets are provided for pupils and visitors, ensuring accessibility for all.</p> <p>In parts of the school door handles are positioned to be within reach for wheelchair users.</p>
ICT equipment	<p>IT resources are stored in locations that are easily accessible to all pupils.</p> <p>Portable devices, such as laptops, Chromebooks, and tablets, are available to support flexible learning.</p>
Outside areas	<p>Slopes have been added to ensure that all pupils, including wheelchair users, can access outdoor areas where steps are present.</p> <p>Pathways are wide enough to accommodate wheelchairs and are designed to be flat and free of obstacles.</p> <p>Tarmac surfaces are used to improve accessibility compared to paving stones.</p> <p>Ramps are provided as alternatives to stairways in outdoor spaces.</p> <p>Every school building is accessible to wheelchair users via external entry points.</p>
Lesson planning	<p>Lessons are designed to be inclusive, using strategies such as varied activities, personalised learning approaches, sensory breaks, and tailored instructions, timings, and equipment.</p> <p>Social stories are used to prepare and support pupils with Communication and Interaction needs for activities such as school trips, swimming, and visits from guests to the school.</p> <p>Written materials are adapted to ensure accessibility and are provided in formats suitable for individual requirements.</p>
Materials	<p>Written materials are accessible to all.</p>
Use of support staff	<p>Support staff play an essential role in ensuring all children can fully participate in classroom activities, regardless of their individual needs.</p>
Classroom organisation	<p>Classrooms are arranged flexibly to meet the needs of pupils or staff with mobility challenges, sensory impairments, or behaviour-related needs.</p>
Unexpected incidents	<p>Personal Emergency Evacuation Plans (PEEPs) are in place for pupils requiring additional support during emergencies and are reviewed annually.</p>

	Individual Healthcare Plans are maintained and regularly updated for children who need them.
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Through engaging classroom staff in the process of drawing up an Accessibility Plan, other practical considerations can be met.

St Mary's CE School Accessibility Plan

St Mary's CE Primary School					Date
Aim	Actions to be taken	Responsibility	Resources required	Milestones	Success criteria
<b>Strengthening inclusive teaching practices.</b>	Deliver continuous training on First Quality Teaching and inclusive strategies.	Headteacher / Senior Leadership Team (SLT)	Allocated time during staff meetings	Training to be incorporated into each term's schedule, focusing on both individual and whole-class needs.	As TA support is increasingly directed toward EHCP pupils, high-quality teaching ensures that all students are included effectively.
<b>Full access for all members of the school community.</b>	<p>Address specific needs of staff, governors, parents, and visitors as required.</p> <p>Develop access plans for individuals with disabilities.</p> <p>Regularly assess the environment for potential hazards or unmet needs via surveys and site checks.</p> <p>During recruitment, ask applicants about any access requirements and ensure interviews are in accessible spaces.</p> <p>Ensure all building work enhances the accessibility of the school.</p>	Headteacher / Senior Leadership Team (SLT)	Ongoing as required	All access needs for pupils, staff, governors, and visitors are met.	No barriers to access for new and existing members of the school community
<b>Ensure an engaging and accessible environment for all.</b>	Create colourful, interactive displays throughout the school.	All staff	Ongoing	Learning walks confirm that the school environment is consistently accessible	Learning walks demonstrate that the school environment is

	<p>When planning improvements, consider the needs of individuals with physical and sensory impairments.</p> <p>Consult external specialists to introduce specialised equipment where necessary.</p>			and welcoming to all.	accessible and welcoming to all.
<p><b>Provide accessible educational experiences for all pupils.</b></p>	<p>Conduct risk assessments and pre-visit checks for off-site activities to ensure access.</p>	<p>Teachers, Educational Visits Coordinator</p>	<p>As required</p>	<p>Every pupil engages in school trips and extracurricular activities, demonstrating inclusivity and accessibility for all.</p> <p>Comprehensive risk assessments and required documentation are consistently prepared and finalised before all school events and activities.</p>	<p>All pupils are able to participate in trips and other extracurricular activities.</p> <p>Risk assessments and necessary forms are completed in advance.</p>
<p><b>Identify and support pupils with additional needs.</b></p>	<p>Regularly liaise with the SENCo to identify additional learning needs.</p> <p>Use descriptors to monitor and assess pupil needs.</p> <p>Work with outside agencies to support pupils as necessary.</p>	<p>Teachers/ SENCo / SLT</p>	<p>Annually and ongoing</p>	<p>Pupils who require additional support are identified in a timely manner, and the necessary interventions or resources are implemented proactively to meet their needs.</p>	<p>Additional support is identified and provided early.</p> <p>Transition arrangements for new pupils are in place</p>

				Comprehensive transition plans are fully prepared and ready before the arrival of new pupils, ensuring they are supported from day one.	before their start date.
<b>Ensure open communication with parents.</b>	<p>Maintain the school website as a primary communication tool.</p> <p>Develop supportive relationships with families of children with additional needs.</p> <p>Ensure easy access to the school office for further communication.</p>	All staff, including office staff	Ongoing	<p>Parents attend at least two parent-teacher meetings per year.</p> <p>Parents engage in at least one school-organised class activity annually.</p> <p>The school provides regular, accessible communication channels (e.g., newsletters) to facilitate engagement.</p>	Parents actively engage in their child's school life and communicate with staff as needed.
<b>Improve communication for pupils with disabilities.</b>	Use visual aids, timetables, and other resources to facilitate communication where needed.	Teachers / SENCo	As required	<p>Teachers implement strategies that encourage different forms of communication, such as gestures, assistive technology, or adapted materials.</p> <p>Regular observations indicate that pupils are confident and comfortable</p>	Observations show that pupils with disabilities are effectively communicating in lessons.

				<p>communicating their needs and ideas in the classroom setting.</p> <p>Communication methods are reviewed and refined based on individual pupil feedback and progress.</p>	
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## Accessibility Audit

Name of School				Date	
Feature	Description	Actions to be taken	Responsibility	Timeline	
Entrances					
Reception Area					
Parking area					
Number of floors					
Lifts					
Ramps					
Toilets					
Corridor access					
Signage					
Emergency access routes					
Pathways					
Playing fields/ playground					
Classrooms					