

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

South Moreton Primary School

Approved by:	Estates & Safeguarding Committee
Date:	May 2023
Next review date:	May 2026

Adopted by school:	South Moreton Primary School
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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.

South Moreton Primary School Accessibility Statement

Vision Statement

Schedule 10 of The Equality Act 2010 requires all schools to have an Accessibility Plan.

The purpose of South Moreton Primary School's Accessibility Plan is to meet the requirements of the Equality Act and to support:

Increasing the extent to which pupils with a disability can participate in the curriculum;

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities and services;

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

South Moreton Primary School recognises that a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities.

South Moreton Primary School 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 our school. Training and guidance will be provided to all members of staff to ensure that they can participate in delivering the plan.

This plan will be monitored regularly by the Local Governing Body and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our school.

It will be shared with all employees, and in the wider school, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the school community and not just the Local Governing Body and Headteacher.

Areas	Features
Classroom buildings	Entrances and exits to classrooms are flat and accessible to wheelchairs Accessible disabled toilets provided within the school and for visitors Light switches and door handles are suitably positioned for wheelchair users Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.
ICT equipment	Storage of IT equipment is accessible for wheelchair users IT hardware is portable (laptops / chromebooks / tablets) so usable by all IT capabilities can be expanded to accommodate pupils physical disabilities where necessary
Outside areas	Access is available to all pupils Pathways are sufficiently wide for wheelchair access Pathways are generally flat and obstacle free. One slope onto playground which is smooth and obstacle free. Help available if required. All buildings are accessible by wheelchair users from the outside
Lesson planning	Lessons are adapted to meet the needs of all learners e.g. through variation in activities, timing, instructions, equipment, teaching style.
Materials	Written materials are accessible to all, and in the format needed.
Use of support staff	Support staff are utilised to enable all children to be equally included in class activities
Classroom organization	Classrooms are flexible spaces to ensure effective provision for pupils or staff with mobility impairments, hearing impairments, visual impairments, children with challenging behaviours
Unexpected incidents	Personal Evacuation Plans are implemented for those requiring them for evacuation, and medical plans / care plans are in place for those requiring them. Close relationships with parents and pupils, and update forms are used to ensure we are kept up-to-date with needs in this regard.

Action Plan: All actions have been completed in previous years. None outstanding.

Aim	Actions to be taken	Responsibility	Resources required	Milestones	Success criteria

