

Statutory Policy:

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

St Peter's
PRIMARY SCHOOL

'I have come that they may have life – life in all its fullness' John 10 v 10

Belonging, Believing, Building a Future

ODST Accessibility Statement

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

Adopted by school:	St Peter's, Alvescot
Date:	Jul 24

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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.

Appendix 1- Accessibility Plan Checklist – St Peter’s School, Alvescot

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

Appendix 2- Considerations around the School

Areas	Features
Main building	Main entrances and exits to classrooms are flat and accessible to wheelchairs with the exception of Phoenix class which is upstairs. Accessible disabled toilets are provided in the main reception area and in Pegasus classroom. Some light switches and all door handles suitably positioned for wheelchair users. (not the cleaning cupboard) Narrow door widths and uneven floors exist in the original part of the school building. There is a step in the Reception classroom and a classroom that is accessed via a staircase. The hall is on the ground floor and is accessible to all, though the entrance doorways into the hall vary in width. There is no on-site car parking for staff or visitors. There is parking across the road from the school in the village car park as well as at St Peter's Church. The school has internal emergency signage and escape routes are clearly marked Main entrance gate has a bolt on external side to ensure security but difficult to open/close for physically disabled adults.
ICT equipment	There is adequate provision for wheelchair users such as laptops or hand-held devices. Accessing the photocopier and phone may be difficult. These could be relocated if necessary.
Outside areas	Access is available to all pupils. Some of the grassed area is sloped and would be difficult to access in a wheelchair. Pathways are sufficiently wide for wheelchair access. Pathways are smooth but sloped and obstacle free. If wheelchair access was required daily then we would need to reorganize the way Cygnus class set up their outside space to ensure clear access at all times. There are currently no portable ramps in place.
Lesson planning	We support the needs of all learners through variation of activities, timing, instructions, equipment, teaching style- see SEND policy and equality statement for more details.
Materials	Written materials are adapted for those who need to make them accessible to all, and in the format needed- such as different fonts/sizes/coloured paper etc.
Use of support staff	Support staff enable effective accessibility during the lesson through scaffolding, questioning, tone of voice, repeat instructions, visual aids, physical prompts. They attend training for any specific needs. Tas are deployed to ensure we allow all children and young people to be equally included in class activities.
Classroom organisation	Classroom environments are audited yearly focusing on specific needs in class- for example using felt and material for hearing impairment or larger fonts/different background screens for visually impaired/soft neutral backgrounds for ASD pupils.

	Seating plans take into account need including different types of seating such as wobble cushions and gym ball seating.
Unexpected incidents	The upstairs classroom is not suitable for wheelchair access due to evacuation limitations in an emergency.

Through engaging classroom staff in the process of drawing up an Accessibility Plan, other practical considerations can be met.

Appendix 3- St Peter's, Alvescot Accessibility Statement

Vision Statement

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

The purpose of ST PETER'S 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.

ST PETER'S school recognise 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.

ST PETER'S 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.

School Accessibility Plan

Name of School: St Peter's Alvescot					Date
Aim	Actions to be taken	Responsibility	Resources required	Milestones	Success criteria
To plan the steps necessary to make the curriculum and extra-curriculum activities accessible to a wider range of pupils.	To consider SEN & Equality Policies and objectives and their impact on the curriculum Staff training on particular needs within our school. Redesign of clubs to make it more accessible for all. To use assistive technology to aid lesson delivery	Headteacher SENDCo	Time to monitor – alongside Gov £200 Access to SLA (or other) training £200 Intervention resources Assessment/tracking resources to measure impact £120 Club providers, wrap around resources, sensory resources £300		Improved access to the curriculum for children with disabilities including: Improved tracking of pupil's progress and attainment and identification of gaps in learning High quality delivery of intervention programmes Increase in guided teaching
To complete review of the requirements for all pupils with a disability	Develop knowledge and skills of all staff in supporting the learning of pupils with different disabilities. Staff training and refresher updates to keep knowledge current Touch base meetings with parents to ensure latest information current Audit site with safety in mind for pupils with a disability.	SENDCo	Audit tools (from AET etc) £0 Access to SLA (or other training) £200 Time to meet with parents and staff £200 ODBE buildings survey to be complete. £TBC		Staff have increased confidence and skills in working with children with disabilities Site to be as safe and accessible as possible for all.

To improve communication with pupils/users with a disability	To ensure website is clear, simple and easy to use and complies with all requirements. To use assistive technology to aid lesson delivery/communication	Headteacher SENDCo	Training in assistive technology Website redesign incl. language option and audio captions		Pupils able to access ways to allow them to communicate and learn effectively with less barriers. Adults to be able to access information from school easily
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Accessibility Audit

Name of School: St Peter's, Alvescot				Date July 24
Feature	Description	Actions to be taken	Responsibility	Timeline
Entrances	Clearly marked incl emergency lighting and signage	n/a	n/a	n/a
Reception Area	Doors wide and open easily. Mats broken – trip hazard.	Replace mats	SJH	By Sep 24
Parking area	n/a	n/a	n/a	n/a
Number of floors	2	Review which class in upstairs classroom based on needs of pupils	DA	As required
Lifts	n/a	n/a	n/a	n/a
Ramps	n/a	n/a	n/a	n/a
Toilets	1 accessible in main reception 1 accessible in Pegasus class	Review classroom allocation if pupil requires accessible toilet	DA	As required
Corridor access	Narrow in old part of building (hall and upstairs classroom	Review classroom allocation if pupil requires wide hallways Ensure bags in corridors have suitable storage to avoid narrowing.	DA	As required
Signage	All correctly places and easy to read.	maintain	SJH	annually
Emergency access routes	Well signposted.	maintain	SJH	annually
Pathways	Path from main gate to entrance and from main building to top field not demarcated.	Review possible options for demarcating path/playspace.	DA/Tom Fry	Jul 24 onwards
Playing fields/ playground	Top field sloped on grassed areas. Bottom playground sloped down.	Review on case by case basis and put RA in place if needed.	DA	As required
Classrooms	4 – Steps in Cygnus, Steps in Tucana, Steps to access Phoenix. Pegasus totally accessible.	Ramps to be bought if required. Consider classroom allocation if needed.	DA	As As required