

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



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

Adopted by school:	Wroxton Primary
Date:	5-12-24

At Wroxton Primary, we are dedicated to inspiring every child to reach their full potential by fostering values of **Love**, **Compassion**, and **Courage**. Our mission is to encourage children to dream, empower them to aspire, and inspire them to achieve. We strive to create a nurturing environment where these values are central to everything we do, building strong connections between home, school, the community and the church. We celebrate learning in all its forms and recognise the unique contributions of every individual, fostering a community of lifelong learners.

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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 Wroxton 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 Wroxton 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 Wroxton Primary, we believe accessibility is a shared goal, 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.

Wroxton CE School Accessibility Plan

Wroxton CE Primary School					Date
Aim	Actions to be taken	Responsibility	Resources required	Milestones	Success criteria
Strengthening inclusive teaching practices.	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.
Full access for all members of the school community.	<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

<p>Ensure an engaging and accessible environment for all.</p>	<p>Create colourful, interactive displays throughout the school.</p> <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>	<p>All staff</p>	<p>Ongoing</p>	<p>Learning walks confirm that the school environment is consistently accessible and welcoming to all.</p>	<p>Learning walks demonstrate that the school environment is accessible and welcoming to all.</p>
<p>Provide accessible educational experiences for all pupils.</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>Identify and support pupils with additional needs.</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</p>	<p>Additional support is identified and provided early.</p>

				<p>their needs.</p> <p>Comprehensive transition plans are fully prepared and ready before the arrival of new pupils, ensuring they are supported from day one.</p>	<p>Transition arrangements for new pupils are in place before their start date.</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				