



**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>Approved by Headteacher</b>	<b>Signature</b>	<b>Date</b>
Jo Reeder		23/10/24
<b>Approved by Chair of Governors</b>	<b>Signature</b>	<b>Date</b>
Ann Parham		07/11/24
<b>Date of Issue</b>	October 2024	
<b>Next review due</b>	October 2027	

Our school is a place for all to belong. Through **love**, we nurture all to grow in their own unique way. We create an environment for all to flourish; to **forgive**, be **resilient** and **courageous**, making a difference to our community and the world beyond.

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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.

## **School Accessibility Statement**

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

The purpose of Blewbury 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.

Blewbury 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.

Blewbury 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.

## Accessibility Audit

Name of School: Blewbury

Date: 23/10/24

Feature	Description	Actions to be taken	Responsibility	Timeline
Main Building	Main entrance to school is flat and accessible to wheelchairs. Moveable ramp to aid entrance/exit to Picasso and Banksy class of required. Light switches and door handles are suitably positioned for wheelchair uses. The corridors in the building are sufficiently wide for wheelchair access with appropriate flooring.	Continue to ensure corridors are kept obstacle free to facilitate use	Teachers, SLT	Ongoing and as needed
Classroom organisation	Classrooms are flexible spaces to ensure effective provision for pupils or staff with mobility impairments, hearing impairments, visual impairments, children with challenging behaviours.	Continue to review classroom spaces based on needs	Teachers, SLT	Ongoing and as needed
Parking area	Parking bays are marked in the school car park, including an accessible bay. Carpark surface is appropriate for wheelchair use.			
Outside areas	Access is available to all pupils. Pathways are sufficiently wide for wheelchair access, they are generally flat and obstacle free. Help available if required. All buildings are accessible by wheelchair users from the outside.			
Emergency access routes	Escape routes for O'Keeffe and Goldsworthy classes are onto the playground which is accessible. Escape routes for Picasso and Banksy are not easily accessible as there is step.	Moveable ramp to aid exit from Picasso or Banksy class of required Continue to review personal emergency evacuation plans for anyone who requires additional support with evacuations.	Fire marshals SENDCo	As required
Toilets	There is a new wheelchair accessible toilet available to pupils, staff and visitors. There is a changing bed if required.			
Lesson planning, Materials, Support Staff	Lessons are adapted to meet the needs of all learners e.g. through variation in activities, timing, instructions, equipment, teaching style.			

	Written materials are accessible to all, and in the format needed. Support staff are utilised to enable all children to be equally included in class activities			
Unexpected incidents	Personal Emergency Evacuation Plans (PEEPs) 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.			

Model School Accessibility Plan <b>All actions have been completed in previous years. No current actions needed based on the Audit</b>					
Name of School				Date	
Aim	Actions to be taken	Responsibility	Resources required	Milestones	Success criteria

