

Policy Level	Description
2	<u>ODST Statutory Policy</u> (ALL Schools with no change allowed to core text. Changes to school name and school's usual sign-off and review date reminders allowed)

Oxford Diocesan Schools Trust Accessibility Statement

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

- a) Increasing the extent to which pupils with a disability can participate in the curriculum within ODST's schools.
- b) 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
- c) Improving the delivery to pupils with a disability of information which is readily accessible to pupils who do not have 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, people with disabled people are 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.

Deddington Primary School.

Vision Statement

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

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

- a) Increasing the extent to which pupils with a disability can participate in the curriculum;
- b) 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;
- c) Improving the delivery to pupils with a disability of information which is readily accessible to pupils who do not have a disability.

Deddington Primary School recognizes 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.

Deddington 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.

Headteacher: _____ Signed: _____ Date: _____

Governor: _____ Signed: _____ Date: _____

Date to be reviewed: _____

Deddington Primary School - Accessibility plan 2018 to 2020

Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	C Evans	Website revised Family nurture groups for SEND parents run by SENCO Annual health and well-being meetings for parents	£1500 for website review	From Sept 2018 – website in place by Jan 2019	All parents can easily access all information.
Revised strategies for SEND and DA pupil provision	D Welch and S Lenihan	Revise strategies Train all staff Monitor consistent implementation		Revised strategies in place by term 2 2018 / 2019	All SEND and DA pupils have enhanced personal intervention and support plans. These include support for parents.
Adaptations to the curriculum to further meet the needs of individual learners.	D Welch and S Lenihan	Personal plans for SEND, DA and vulnerable pupils. Staff training.		In place by term 2 2018 / 2019	All vulnerable learners have adapted teaching and resources to meet their needs. They make accelerated progress.
Appropriate use of specialised equipment and resources to benefit individual pupils and staff	D Welch and S Lenihan	Laptop provision where appropriate. Clicker 7 training for staff and appropriate pupils.		As part of individualised plans by term 2 2018 / 2019	All pupils can access all elements of the curriculum and have appropriate resources to support their learning.

Improving Physical Environment

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Access into school and reception is fully compliant	C Evans	Automatic doors fitted Reception desk height adjusted Reception redecorated Hearing induction loop fitted in reception	£5000 Devolved Formula Capital funding	Work completed for September 2019	Access to all parts of reception is fully compliant for all pupils and parents.
Premises improvements to help visually impaired	Site caretaker	External steps highlighted in yellow non slip paint	£200 from repairs and maintenance budget	By Easter 2019	All steps and access routes are highlighted by non-slip yellow paint
Maintain safe access around all areas of the school	C Evans	New caretaker appointment in Autumn 2018 Weekly checks of all access points to ensure access routes are all clear	2 hours a day for caretaker role	In place by term 2 2018 / 2019	All access route around school are consistently safe and clear

<p>Improve signage around the school including at the front of the building</p>	<p>C Evans</p>	<p>Purchase new, larger and clearer signage for the front of the school</p> <p>Review signage around the school in terms of size and clarity. Revise signage where needed.</p>	<p>£1500 from repairs and maintenance budget for new signage</p>	<p>By Easter 2019</p>	<p>All signage is clear for all pupils, parents and visitors</p>
<p>Ensure full access during any future building works – potential new nursery building and music / drama block.</p>	<p>C Evans, project manager and F and P Governors.</p>	<p>Ensure building works does not create a noise distraction to learning.</p> <p>Review all access points to ensure full continued full compliance during building work</p> <p>Ensure new buildings are fully compliant</p> <p>Review and revise signage following completion of works.</p>		<p>Building project possibly starting in 2019 / 2020 academic year</p>	

Improving the Delivery of Written Information

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Ensure parents are aware that written material is available in alternative formats	Office C Evans	Display appropriate leaflets in reception Organise and provide translated or adapted written materials if / when needed		Ongoing when needed	Information is accessible for all pupils and parents
Ensure information on the revised website is easily accessible and that it is clear that information can be provided in alternative formats.	C Evans	Ensure website works effectively on smart phones and tablets. Also ensure all information is easily accessible in no more than 3 clicks.		Revised website in place by Jan 2019	

