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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 & Plan

St Nicholas C.E. Infants' School

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

Adopted by school:	**St Nicholas C.E. Infants' School**
Date:	**February 2024**
School review date:	**February 2027**

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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

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	Are entrances and exits to classrooms flat and accessible to wheelchairs? Are accessible disabled toilets provided? Are light switches and door handles suitably positioned for wheelchair users?
ICT equipment	Are entrances and exits accessible? Is there adequate provision for wheelchair users such as laptops or hand-held devices?
Outside areas	Is access available to all pupils? Are pathways sufficiently wide for wheelchair access? Are pathways flat and obstacle free? Are ramps provided as an alternative to steps?
Lesson planning	How will you support the needs of all learners? Consider variation of activities, timing, instructions, equipment, teaching style etc
Materials	Are written materials accessible to all, and in the format needed?
Use of support staff	How will support staff enable effective accessibility during the lesson? Will their use allow all children and young people to be equally included in class activities?
Classroom organisation	Do arrangements consider mobility impairments, hearing impairments, visual impairments, children with challenging behaviours etc? What seating plans will be in use?
Unexpected incidents	What systems are in place for dealing with unexpected incidents such as evacuations or medical episodes?

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

Appendix 3 - Accessibility Statement

Vision Statement



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

The purpose of St Nicholas C.E. Infants' 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 Nicholas C.E. Infants' 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 Nicholas C.E. Infants' 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

St Nicholas C.E. Infants' School					February 2024
Aim	**Actions to be taken**	**Responsibility**	**Resources required**	**Milestones**	**Success criteria**
SEND and Medical register along with information about children with additional needs will be complete and comprehensive	- Ensure SEND register is regularly reviewed to reflect current pupils and support they are receiving. - Medical register and Individual Medical Care Plans will be up to date and reviewed according to individual review cycles. - Implementation of Medical Tracker to support medical register review and improve communication with parents/carers.	SENDCo Headteacher Office Administrator	Medical Tracker Subscription	Annual review with review at least three times per year and when any new children join the school.	All staff will have an up to date and comprehensive understanding of pupils' needs ensuring pupils are able to access education fully on their becoming the best we can be journey.
Further improve the provision for pupils with special educational needs and/or disabilities through use of the Ordinarily Available Toolkit (OAT) and the Inclusive Support Series (ISS)	- https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/send-information-providers/guidance-and-procedures - Ongoing use of OAT and ISS, ensuring staff are aware of tools and support available through this and what should be in place. - SENDCo to deliver training for staff. - SENDCo to review provision for children with emerging needs – is OAT and ISS in place?	SENDCo Headteacher Teachers	Staff meeting time	Pupil Progress Meetings Review meetings with SENDCo/HT, at least half termly.	Staff will have a strong understanding of the support strategies available and these will be threaded through their day to day planning and teaching to ensure pupils are fully supported.
To ensure resources across school, including texts, reflect all pupils/ families/ society	- Ongoing review of resources across all curriculum areas including availability of suitable texts. Consider aims when purchasing new resources. - Staff to request resources as required to ensure their pupils are visible in the curriculum.	SENDCo Headteacher Teachers	Purchase of resources	Subject Leader review and annual stock review.	Children will have a deeper understanding for people with disabilities. Pupils with a disability will feel better included.

Accessibility Audit

St Nicholas C.E. Infants' School				February 2024
Feature	Description	Actions to be taken	Responsibility	Timeline
Entrances	- Flat access to main entrance - Ramped access to Y2 and YN entrances - Small step to entrances for YR and Y1 - Steps x2 to hall if accessing school via kitchen entrance (staff only). Alternative access available	N/A	Headteacher	N/A
Reception Area	- Large area with direct access from outside. - Assistance may be required in opening the door for some disabled users. - Sign in device is located at the office window, this may be too high for some wheelchair users.	Front door kept open to enable direct access to office reception window. Support as required for sign in and access.	Headteacher Staff based in the office	N/A
Parking area	- Disabled parking available	N/A	All staff to keep space clear unless required for themselves.	N/A
Number of floors	- Full site on ground level	N/A	N/A	N/A
Lifts	- N/A	N/A	N/A	N/A
Ramps	- Access to YN and access to Y2 corridor	N/A	N/A	N/A
Toilets	- Disabled toilet accessible from all classrooms, located in main hall - Toilet designated for visitor use as required.	N/A	Headteacher Staff based in the office	N/A
Corridor access	- Accessible throughout	N/A	N/A	N/A
Signage	- Signage to main entrance	Ensure current signage is kept clear and visible, grounds maintenance to keep this clear	Headteacher Finance Officer liaise with contractors.	Ongoing as part of contract.
Emergency access routes	- Clear access routes throughout school. See Fire RA. - Classrooms each have direct access to	Risk Assess needs of cohort against accessibility. Consider	All staff	Yearly and as required.

	outside. Note, low level step to negotiate for classroom exit doors. - Grebe Class exit route has steps to reach gate. - Steps out of YN fire exit. Alternative access route available if required.	alternative route for emergencies or possible need for remedy, e.g. ramp installation.		
Pathways	- Tarmac or paving slab pathways throughout site, note access to main playground does include approx. 3m strip of rubber safety surface.	Ensure grounds maintenance keep these clear, weeded & hedges cut.	Headteacher Finance Officer liaise with contractors.	Ongoing as part of contract.
Playing fields/ playground	- Ramped access to area from Y2 corridor (main access route for whole school)	N/A	N/A	N/A
Classrooms	- Spacious with room to position furniture accordingly to meet needs of any users.	Staff to keep their areas clear and accessible	All staff	Ongoing.