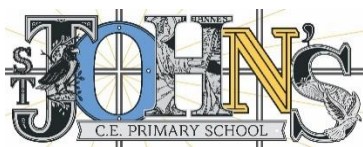


Statutory Policy:

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:	St. John's CE Primary School
Date:	September 2024 Updated September 2025

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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.

Links with Other Policies

The accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and Safety Policy
- Equality & Diversity Policy
- Special Educational Needs & Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy

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- St John's CE Primary School Accessibility Statement

Vision Statement

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

The purpose of St. John's CE Primary 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. John's CE Primary 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. John's CE 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.

St John's CE Primary School Accessibility Plan

		St. John's CE Primary School			Date: Sept 2025		
Aim	Current Good Practice	Actions to be taken	Responsibility	Time Scale			
Increase access to the curriculum for pupils with a disability	- Individual Provision Plans (IPPs) in place for all physical needs of pupils and all staff aware of access needs - Reports carried out by external specialists are shared with staff and parents/carers and IPPs regularly updated - Continually review provision in relation to specific needs - Make reasonable adjustments to classrooms so all pupils can access learning - Allocate resources to meet the needs of all pupils - Provide training for staff in identifying and providing for the needs of pupils with SEND - SEND learning walks to take place once a term, with other observations and learning walks taking place throughout the year - Feedback and recommendations relating to SEND provision given to teachers/LSAs as and when appropriate - Staff trained in appropriate learning interventions and strategies to meet a range of needs - Staff are aware of strategies to meet the needs of pupils identified in IPPs (reflected in planning and learning) - Appropriate interventions and strategies in place for SEND pupils - When necessary, adapt school activities around pupils with physical needs - Identify support/resources needed for inclusion and accessibility. - Provision is made for disabled children during PE - When necessary, carry out risk assessments ahead of events/activities - Team leaders to ensure all school trips/journeys are	- Staff audit to identify training needs - Teaching and support staff to undertake regular training on supporting pupils with SEND and personalising learning. - Book training for Speech and Language - Ensure visual timetables are in place and accessible to pupils - Keep up to date with diabetes training, sensory processing training and attention autism training - Review policies within the school's review cycle to ensure that accessibility is taken into account - Raise awareness of strategies employed by professionals e.g. Speech and Language therapist, Occupational therapist, Educational Psychologist, Physiotherapist - PEEPs and risk assessments keep up to date with the changing needs of the community - Where applicable, ensure teachers are using PECS/suitable communication system to support communication, teaching and learning - SLT to continue to monitor through book looks, planning support,	- SENCO - External specialists, SENCO & Class teachers - SENCO - SENCO & Class teachers - Senior Leaders, Health and Safety team - Senior leaders - SENCo - School leaders & Health & Safety team - SENCO - School leaders	Oct 2025 Ongoing SaLT Case Load and needs review Oct 2025 Sept 2025 Ongoing Ongoing according to review cycle Ongoing as and when reports and support is received Ongoing Ongoing Ongoing according to schedule Ongoing according to educational visit			

	accessible for all pupils, with relevant provision made where needed • Staff trained in diabetes, autism, sensory processing. • Use of access arrangements for assessments/National tests • All members of the community with short or long term accessibility or sensory difficulties are risk assessed and a PEEP (Personal Emergency Evacuation Plan) is drawn up and regularly reviewed • Educational visits and any activities in school such as; sports day, enrichment activities, visitors to the school are made as accessible as possible. For all educational visits, risk assessments are completed to evaluate access and additional adult allocation where required.	observations and discussion with teaching staff • Continue to ensure risk assessments and pre-visits for educational visits are carried out.	• School leaders and Health and Safety team	timetable		
Improve and maintain access to the physical environment	• Main entrance to school building is flat without steps and all areas of the school are kept clear of clutter and obstruction • Two storey building is accessible by lift. All other areas of the school accessible by ramp or slope. • Disabled toilets • Wheelchair access • Library shelving at wheelchair accessible height • Blinds to prevent glare within the classroom • Environment is adapted to the needs of pupils as required: e.g. Muted display boards where appropriate • School grounds are regularly monitored and assessed	• Termly accessibility learning walk to monitor and review environment access. • Continue to monitor and service equipment aids as required	• School leaders & Health and Safety Team • School leaders & Health and Safety Team	Sept 2025 Ongoing		
Improve delivery of information to pupils with a disability	• All SEND information is accessible on our website, and is updated as required • Parents are able to read key school documents, which explain how we will support pupils with a disability • Termly SEND parent groups organised by SEND team and SEND Governor • Guest speakers invited to parent groups to share their expertise, e.g. Speech Therapist, Parenting Special Children, Educational Psychologist • When appropriate, opportunities offered for parents/carers to meet with class teacher/SENCOs to talk through pupils' reports, for example, from Speech and Language Therapist or Educational Psychologist, in order they have a full understanding • Working closely alongside specialist agencies to ensure	• Ensure website is clear about information on accessibility in school • Ensure website has up to date information about support available in the local area • Ensure visual aids are kept up to date: font size for texts, coloured paper where necessary, use of ICT programs for support • Continue to support the needs of parents with learning difficulties through verbal and written communication • Continue to support parents of children with SEND to apply for	• School leaders and Health & Safety team • School leaders and Health & Safety team • SENCo and Teaching Staff • School leaders & Office Team • SENCo	Ongoing Ongoing Ongoing Ongoing Ongoing		

	pupils' needs are met e.g. Sensory Consortium, physiotherapist, occupational therapist • Font size enlarged for pupils as appropriate • Hi-Viz strips on stairs • Lunchtime support staff wearing Hi-Viz to aid identification • Partnership Outreach meetings, TAF meetings and Annual review meetings to review children's progress and family support • SEND local offer links sent to parents. • Local projects, support groups and activities sent out to parents in the weekly newsletter	services and assessments appropriate to their pathway • Continue to update parents about the SEND Local Offer and opportunities for families via the weekly school newsletter and verbally where necessary	• SENCo & Office Team	Ongoing			
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Accessibility Audit

St. John's CE Primary School				Date Sept 2025
Feature	Description	Actions to be taken	Responsibility	Timeline
Entrances	Level flooring, wide access automatic doors, drainage flush with flooring, overhead lighting			
Reception Area	Level flooring, wide access automatic doors, none slip mats			
Parking area	27 parking spaces. 1 disabled space with direct access to pathway, wide opening between barriers, zebra crossing, gate secured when open, overhead lighting, clear of clutter and debris			
Number of floors	2			
Lifts	1 lift 1 platform lift from outside church to corridor by staff room			
Ramps	From KS2 to KS1 building – sound, hand rail present From playground to year 1 classrooms – sound, hand rail present			
Toilets	Disabled, wide access toilets available: Entrance, Lower KS2 corridor, Upper KS2 corridor, KS1 outside small hall. All equipped with safety cord, support handles and TMV temperature restriction taps.			
Corridor access	Corridors are on one level, with wide doors.			

	Corridor outside church to area by staff room can be accessed by stairs with hand rails, or platform lift			
Signage	All school signage visible and clear of obstruction. Fire exit signage in place			
Emergency access routes	Emergency lighting in place, fire exit signage in place, emergency exit plans visible in all classrooms, muster points clearly signed. All visitors are advised if a fire or lockdown drill are expected and instructed as to what to do in the event of an alarm			
Pathways	All clear of obstacles, and clutter	Monitoring by all staff to ensure cloak room areas have organized space for coats and bags	All staff	Daily
Playing fields/ playground	Ramp to playground, handrails on stairways with contrast edging. Yellow tape at end of midway handrails to aid visibility. Free from clutter. Space between benches and poles. Canopy for rain and sun protection. Level flooring throughout, including onto astro and playing field. Yellow visibility strip on wide access gates. Wide path around astro.	Regular monitoring that area is clear of obstacles; play equipment stored carefully over night	Lunch time support staff, All teaching staff, Senior Leaders, Care taker	Daily
Classrooms	Wide access doors, blinds to stop glare, adjustable lighting, muted displays where appropriate, visual timetables, specific seating plans according to need	Visual timetables and seating plans to be updated as appropriate	Class teachers, SENCo	According to need