Oxford Diocesan Schools Trust
St Mary's Convent
Denchworth Road, Wantage
Oxford, OX12 9AU
01865 208286
odst.governance@oxford.anglican.org
www.odst.org.uk

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

Burchetts Green CE Infant School

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

Adopted by school:	**Burchetts Green CE Infant School**
Date:	**May 2024**

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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.

Accessibility Statement

Vision Statement

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

The purpose of Burchetts Green Infant 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.

Burchetts Green CE Infant 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.

Burchetts Green CE Infant 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 2024-27					
Objective	**Action**	**Who**	**Time/Costs/Training**	**Monitor**	**Success Criteria**
Maintain good access to information about school and local provision for parents, carers and pupils with special educational needs and disabilities	School SEN Information Report published on the school website Information on the report to be reviewed annually and updated as necessary	SENDco	Report to be reviewed every September to ensure that information is still accurate and up to date	SEND & HS governors	Parents and carers have access to accurate information
Meet the individual needs of prospective pupils with special educational needs and disabilities	Further develop liaison with preschools to promote timely sharing of accurate information about the needs of prospective pupils. Member of school staff to attend relevant meetings with external professionals relating to prospective pupils with special educational needs and disabilities.	Headteacher Early Years Foundation Stage leader	Time to visit preschool providers	Education committee	School staff are aware of the individual needs of prospective pupils with special educational needs and disabilities. Consideration of relevant issues relating to the school premises and environment, access to relevant resources and equipment, and curriculum adaptations have been made prior to entry to the school to facilitate transition.
Ensure Provision Maps continue to accurately reflect the needs of individuals and plans for interventions that are 'additional to and different from' those provided for other pupils	Provision maps to be available to headteacher electronically to monitor	Class teachers SENDco Headteacher	Class teachers' directed hours Headteacher hours	Headteacher Education committee	Provision Maps will accurately map out the next steps in learning and outcomes will be judged against clear success criteria
Take proactive steps to raise the awareness of disability related harassment	Within the context of Circle Time, RE, P4C	Class teachers	Class time, staff meeting time (directed hours)	Headteacher H&S governor	
To create a clear provision map of all SEN support in place to meet individual	Staff meeting to collate all provision in different classes.	SENDco in conjunction with Class Teachers	Staff meetings x 2	Headteacher SEND governor	A clear provision map is available to staff indicating all intervention available within school.

needs To create an accessible format to make all staff aware of external agencies to support children with disabilities.	Time given to all staff to look at provision within school that they may not be currently using.				A clear format detailing external agencies who are also available with contact details.
Make all outside areas accessible to wheelchair users	Make smooth access paths to the garden end of the outdoor area	Resources Committee	TBC	HS and SEN Govs	Access to the very far end of the outdoor area is accessible to wheel chair users