

Health & safety

3

Policy guidance provided: statutory policies but ones that require consideration at local level to ensure pupils' needs are fully met and local circumstances are taken into account. Central team provides policy guidance.

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:

- 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 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 favourably 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 |
|--|---|
| <p>Accessibility plans must set out how the school will:</p> <ul style="list-style-type: none"> • 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. | <p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> • 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? |
| <p>Policy introduction</p> | <p>What is the purpose of the policy? What legislation does it comply with? How does it help the school meet its aims and values?</p> |
| <p>Details of how you will make the school's curriculum, physical environment and information more accessible for people with disabilities</p> | <p>This section of the policy could include:</p> <ul style="list-style-type: none"> • Targets • The strategies that will be employed to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria |
| <p>Monitoring and evaluating the plan</p> | <p>When was the plan approved? When will it be reviewed? By whom?</p> |

Appendix B- 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 organization | 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- Example Accessibility Statement

Vision Statement

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

The purpose of XXX 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 availability of accessible information to pupils with a disability.

St Peter's Middle 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 Peter's Middle 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.

Model School Accessibility Plan

Name of School

Date:

| Aim | Actions to be taken | Responsibility | Resources required | Milestones | Success criteria |
|------------|----------------------------|-----------------------|---------------------------|-------------------|-------------------------|
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Accessibility Audit

School:

Date:

| Feature | Description | Actions to be taken | Responsibility | Timeline |
|----------------------------|--------------------|----------------------------|-----------------------|-----------------|
| Entrances | | | | |
| Reception Area | | | | |
| Parking area | | | | |
| Number of floors | | | | |
| Lifts | | | | |
| Ramps | | | | |
| Toilets | | | | |
| Corridor access | | | | |
| Signage | | | | |
| Emergency access routes | | | | |
| Pathways | | | | |
| Playing fields/ playground | | | | |
| Classrooms | | | | |