

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:	November 2023
Date:	

At Christopher Rawlins we are a school community rooted in love, where we make wise choices about our learning, and have the confidence to do the right thing for ourselves and others.

Our vision has its foundation in Paul's prayer for the Christian community in Ephesus, focused on Ephesians Chapter 3 verse 17:

“Stand firm and be deeply rooted in love”

We have three Christian values that are also a cornerstone to our vision: **Courage, Responsibility and Compassion.**

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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 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.

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.

Vision Statement

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

The purpose of Christopher Rawlins 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.

Christopher Rawlins CE Primary School recognises 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.

Christopher Rawlins 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.

Areas	Features
Main building	Entrances and exits to classrooms are flat and accessible to wheelchairs. Where there are steps within the school building there is lift access. Accessible disabled toilets are provided within the school and for visitors. Light switches and door handles are suitably positioned for wheelchair users in some areas of the school buildings.
ICT equipment	Storage of IT equipment is accessible to all. Where additional needs have been identified, and specialist support have made recommendations children can have access to their own personal devices to support their learning. IT hardware is portable: laptops, Chromebooks and tablets.
Outside areas	Access is available to all pupils via slopes where steps exist. Pathways are sufficiently wide for wheelchair access. Pathways are mostly flat and obstacle free, they are tarmacked rather than paving stones. Ramps are provided as an alternative to steps. All buildings are accessible by wheelchair users from the outside.
Lesson planning	Lessons are adapted to meet the needs of all learners through variation in activities, personalised learning, sensory breaks, timing, instructions, equipment and delivery. Social stories are used to support children with Communication and Interaction difficulties to access learning opportunities such as trips, swimming and visitors to school.
Materials	Written materials are accessible to all, and in the format needed.
Use of support staff	Support staff are utilized to ensure all children can be equally included in class activities.
Classroom organisation	Classrooms are flexible spaces to ensure effective provision for pupils or staff with mobility impairments, hearing impairments, visual impairments or children with challenging behaviour.
Unexpected incidents	Personal Emergency Evacuation Plans (PEEPs) are in place for those children requiring them. They are updated at least annually. Individual Healthcare Plans are in place for those that require them.

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

Christopher Rawlins CE Primary School Accessibility Plan

Christopher Rawlins CE Primary School					Date: November 2023
Aim	Actions to be taken	Responsibility	Resources required	Milestones	Success criteria
For all light switches and door handles to be accessible to wheelchair users	Where light switches and door handles are replaced as part of ongoing works programme, consideration given to lowering the height to enable accessibility for all	Site Manager		As replaced	Accessibility for wheelchair users
For pathways around the school building to be wide enough for wheelchair/pushchair access	Pathway from MUGA to KS1 play area to be extended to double width to ensure that wheelchair users can be safely accompanied, as well as safe width for pushchair users	School Business Manager	Quotes to be obtained for widening pathway	Review Summer 2023	Wider pathways mean safer access for all