

School Accessibility Plan (2025 to end 2027)

Dr Radcliffe's Church of England Primary School

School Plan Information	
Date adopted by school LGB:	March 2025
Signature of Chair:	<i>L Boote</i>
From	Personnel Committee 03.25
Date policy to be reviewed by the School: <i>(Month/Year)</i>	09/2025

The School's Context

Our School is a mainstream school for boys and girls from age 4 years to 11 years old. The school comprises of two school buildings. There is disability access for all classrooms and main areas of the school.

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.

The school is working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

- Full access to the curriculum
- Full access to the physical environment
- Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school general areas are either flat or ramped and have wide doors. The Reception area is fully accessible for wheelchair users. There are

disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we can seek advice from the NOSSP for identified individual needs.

Our School Accessibility Plan 2025 - 2027

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ SENDCo	Ongoing meetings with teacher and any 121 TA Termly teacher meetings with parents/carers Annual review meetings with SENDCO Stay and Learn Sessions Parents informed of any communication with outside agencies e.g. SALT, OCC	Time allocated	In place and ongoing	Parents/carers fully informed about progress so that they can engage with their child's learning.
Training for staff on increasing access to the curriculum for all pupils	SLT/ SENDCo	Training from SALT, Behaviour Support and Sensory Support Teams Access to course, CPD, including teaching and resources around Ongoing guidance from specialists e.g. Sensory Support for children with visual or hearing impairment, physiotherapists, OTs. Epi-pen/diabetes training	Training and TA time allocated Cost of training and support e.g. behaviour support	In place and ongoing	Full access to the curriculum Needs of all learners met Records of staff trained
Effective use of resources and specialised equipment to increase access to the curriculum	SENDCo/ SLT	Strategic deployment of support staff and intervention teachers Effective use of ICT e.g. Clicker and voice activated text Purchase and allocated other resources as needed e.g. support chairs, sloping boards, wobble cushions, reading rulers, coloured exercise books, overlays, pencil grips, adapted pens, fiddle toys, EAL resources Ensure specialist equipment (e.g. hearing aids) is checked daily and seek advice if needed	<See resource list	In place and ongoing	Full access to the curriculum Positive impact on pupil progress
Adaptations to the curriculum to meet the needs of individual learners	SENDCo/ Class Teachers	Timetable adaptations Pastoral support Use of maths/reading tutors Individual physiotherapy/OT programs Specific training in word processing skills Use of access arrangements for assessment, standardised tests	TA and tutor time IT provision Phase leaders re. access arrangements	In place and ongoing	Children able to evidence their learning effectively
Extra-curricular activities planned to ensure reasonable	SENDCo/ SLT/	Risk assessments to be taken where appropriate Differentiated support based on children's needs	Specialist equipment as necessary	In place and ongoing	Access to extra-curricular activities for all pupils

adjustments are made to enable the participation of all pupils	PE coordinator				
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2. Develop the Physical Environment

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets	SS	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and Reception to be fully compliant	SS / HT	Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improvements to help the visually impaired as necessary	SS / HT	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Maintain safe access around exterior of school	SS/HT	Ensure that pathways are kept clear of vegetation and well lit.	Cost included in ground's maintenance contract	In place and ongoing	People with physical disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	KS/HT	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with physical disabilities can move safely around the school

3 Develop the Delivery of Written Information					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office/ SLT/ SENDCo	Newsletters emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate Investigate GTranslate facility on new website with Juniper/My Primary Site	Contact details Cost of translation / adaptation of website	In place and ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Office/ SLT/ SENDCo	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	In place and ongoing	Pupils and parents able to access all school documentation