

ODST Accessibility Statement and Plan



St Francis School

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

Adopted by school:	St Francis Church of England Primary School
Date:	June 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.

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 - Accessibility Statement

Vision Statement

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

The purpose of St Francis 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.

We 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 Francis 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.

Accessibility Plan

St Francis Church of England					Date: June 2025
Aim	Actions to be taken	Responsibility	Resources required	Milestones	Success criteria
Improve and maintain access to the physical environment	Forest paths to be maintained to improve access to all. Storage to be audited and school site to be kept clear and tidy to ensure safe access for all children and increase independence	SENDCo Caretaker	Storage for corridors and outside areas	September 2025 Reassessed each academic year.	The site will be fully accessible
Improved use of new IT hardware and software to support curriculum accessibility	Computing lead and SENDCo to work closely with ICT 123 and other professionals to make sure we are using the best and most appropriate use of up-to-date software	Computing Lead SENDCo	Potential hardware Potential software	Reassessed each academic year or for new children who join St Francis with additional needs.	Children are fully supported by the latest technology
Improve the delivery of the curriculum and information to pupils with a disability	To use a uniformed visual timetable to be used in all classrooms and teaching spaces To teach all children Makaton and British Sign Language through the sign of the week Improvement in the visual pictorial signs used in other shared areas of the school including the hall, library and corridors	SENDCo All teachers	Software to produce visuals Training in BSL/Makaton	IN place at the start of each academic year, depending on teaching spaces	All children are supported by visuals and signs, improving access to school systems and structures and curriculum

Improved disabled toilet and changing facilities	Private and appropriate space for changing children with a disability Rails and other aids to ensure children with a physical disability can access the children's toilet	SENDCo Early Years Lead	More appropriate changing facilities	Improved by 2026	All children who require changing at school have access to appropriate facilities which maintain privacy and dignity
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Accessibility Audit

St Francis Church of England School				Date June 2025
Feature	Description	Actions to be taken	Responsibility	Timeline
Entrances	Accessible	Doors to be held open for wheelchair users once visitors have been qualified for entry	Office staff, staff welcoming children or visitors	On-going
Reception Area	Accessible	Doors to be held open for wheelchair users once visitors have been qualified for entry	Office staff, staff welcoming children or visitors	On-going
Parking area	Accessible, with disabled parking space			
Number of floors	1			
Lifts	None			
Ramps	In place			
Toilets	Some toilets needs adaptations for current pupils	Caretaker to fit adaptations on advice from OT	SENDCo	July 2025
Corridor access	Corridors are accessible when kept clean and tidy	All corridors are to be kept clean and tidy to allow access for wheelchair users and those using walking frames.	All staff	On-going
Signage	In place			
Emergency access routes	Access routes are accessible when kept clean and tidy	All access routes are to be kept clean and tidy to allow access for wheelchair users and those using walking frames.	All staff	On-going
Pathways	Pathways are accessible when kept clean and tidy, pathways in the forest to be maintained by cutting back growth.	All pathways are to be kept clean and tidy to allow access for wheelchair users and those using walking frames. Growth around forest pathways to be maintained.	All staff Caretaker	On-going

Playing fields/ playground	Are accessible when maintained	Keep both maintained and checked.	Caretaker and MK Watt	On-going
Classrooms	Accessible	Furniture to be moved around where applicable to ensure inclusion of children who require adaptations.	All staff	Each academic year