ODST Accessibility Statement

Holyport CE Primary School

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

HOLYPORT CE PRIMARY SCHOOL & FOUNDATION UNIT	
date policy adopted and signed by LGB: 16.12.25	NAME AND SIGNATURE Governor/ Chair of Governors: *Paul Mew*
Name of Head teacher: Amanda Featherstone	Signature of Head teacher: *Amanda Featherstone*
Date to be reviewed: 05/2026 or earlier depending on ODST review date	This policy will be subject to review annually by the Governing Body or more frequently in the light of changes in legislation or advice from the ODST/LA.

Contents

Oxford Diocesan Schools Trust Accessibility Statement 2
Responsibility of Schools 2
Format 2
ODST Statement of Intent 2
Appendix 1- Accessibility Plan Checklist 4
Appendix 2- Considerations around the School 5
Appendix 3- Example Accessibility Statement 7
Vision Statement 7
Model School Accessibility Plan 8
Accessibility Audit 9

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? Y ***(although a slight lip to fire doors externally, Internally all ok)*** Are accessible disabled toilets provided? **Y one near main entrance** Are light switches and door handles suitably positioned for wheelchair users? **Variable around building**
ICT equipment	Are entrances and exits accessible? Y Is there adequate provision for wheelchair users such as laptops or hand-held devices? **Yes - laptops are available and ipads**
Outside areas	Is access available to all pupils? **Y** Are pathways sufficiently wide for wheelchair access? **Y** Are pathways flat and obstacle free? **Y** Are ramps provided as an alternative to steps? **Y to terrapin**
Lesson planning	How will you support the needs of all learners? Consider variation of activities, timing, instructions, equipment, teaching style etc **Training arranged by SENCO for staff to cater for a range of needs and styles of learners. VI/HI advisory service reviews provision. Shine Outreach supports those with ASD**
Materials	Are written materials accessible to all, and in the format needed? **Y e.g. enlargements are made. Language translations can be made**
Use of support staff	How will support staff enable effective accessibility during the lesson? • **Provide Differentiated Instruction, adapt resources** • **1:1 support, sensory and behavior/emotional support in lessons** • **Collaborate with teachers and where app parents** • **When children are grouped for activities, support staff can ensure that each child, regardless of ability, has a role and is actively involved in the learning process.** Will their use allow all children and young people to be equally included in class activities? • ***Training and Awareness: Support staff need to be well-trained and knowledgeable about inclusive practices, disabilities or learning challenges.*** • ***Collaboration: Inclusion relies on collaboration between teachers, support staff, and the children.*** • ***Flexible, Inclusive Curriculum: The curriculum must be adaptable and designed with inclusivity in mind.*** ***Student Agency: Inclusivity isn't just about providing support—it's also about empowering children to take an active role in their learning.***
Classroom organisation	Do arrangements consider mobility impairments, hearing impairments, visual impairments, children with challenging behaviours etc?

	What seating plans will be in use? **Teachers devise own plans , groupings and adapt throughout the year according to changing needs etc**
Unexpected incidents	What systems are in place for dealing with unexpected incidents such as evacuations or medical episodes? **PEEPs for those with disabilities or recovering from injuries.** **Risk Assessments and Plans for Key pupils**

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 Holyport CE Primary 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.

Holyport 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.

Holyport 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.

Holyport CE Primary School Accessibility Plan

Name of School: HOLYPORT CE PRIMARY SCHOOL				Date 24.11.25	
Aim	**Actions to be taken**	**Responsibility**	**Resources required**	**Milestones**	**Success criteria**
Access to a full range of extra-curricular opportunities for pupils with disabilities and their views known	Parent/Carer and Child Surveys Monitoring cycle is effective and rigorous. Checks to continue.	SENCO/ Head	Survey Changes made	Staff guidance and reviews of visits/residential settings Increased transition times and systems	Increasing the extent to which disabled pupils can participate in the curriculum All pupils fully participative in all events at all times
Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided	New LCD TVs in main classroom to be installed (HSA funded) Audit confirms accessibility Visuals consistent in use across school Review and encourage a wider use of visuals across school widget software Consider booking any school visit. Parents are invited to accompany specific children on school All Interactive whiteboards have a coloured (not white) background to reduce eye-strain& supports pupils with dyslexic tendencies Pupils can use laptops, writing slopes, standing desks, and coloured overlays as required	SENCO /SLT	• Specialist resources are used as required..	Inclusion Audit completed Informs	All children are supported to flourish and make progress in line their potential. • Inclusive practices are an enabler for all and children make progress. • Children share views and feel welcome.
Improving the availability of accessible information to disabled pupils	New (renewed) website development (ODST) Information to be clear and accessible and the use of alternative communication Review of IHP etc and medical information in line with new guidance on schools Medical Tracker.	SBM/Office		Continue with 3 reports a year HT and SENDCO drop ins planned termly Renew of new website regularly	school information available in the fullest range of formats

Accessibility Audit

Name of School: HOLYPORT CE PRIMARY SCHOOL			Date 24.11.25	
Feature	Description	Actions to be taken	Responsibility	Timeline
Entrances	Front Entrance	None needed	Not applicable	Not applicable
Reception Area	Signing in area (now electronic)	Ensure there is a sign at the main entrance of the school so that if accessibility support is needed, school staff can offer aid.	Head/SBM	Jan 2026
Parking area	Disabled space designated	Needs repainting	Site Controller	Dec 2025
Number of floors	Single Floor	None needed	Not applicable	Not applicable
Lifts	Not applicable	Not applicable	Not applicable	Not applicable
Ramps	Entrance to Terrapin via Double Doors	Yellow strip at start and top of ramp	SBM/Site Controller	Dec 2025
Toilets	One Accessible Toilet nr Office	Check use	SBM	March 2026
Corridor access	There is a door opening system – which can be activated if needed	Service the automatic door opening system	SBM	March 2026
Signage	Doors to classes are signposted. Areas are not	Signpost area such as Year ¾ or Year 2 areas	SBM	March 2026
Emergency access routes	Green running man signs in place Evacuation plans in rooms	Check all are present for all emergency exits	Site Controller	Dec 2025
Pathways	Around front of school	Audit needed	SBM	
Playing fields/ playground	Main field & hard standing play area, astroturf areas x2, mulch around the trip trails etc	Audit needed	SBM	
Classrooms	Internal classrooms are accessible (there are no steps internally)	Check yellow strips on terrapin steps both sides.	SBM	