

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



School Vision Statement

To be the best we can be for ourselves and others
Belonging, Believing, Building

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

Adopted by school:	Bampton CE Primary School
Date:	November 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
<p>Accessibility plans must set out how the school will:</p> <p>Aim to increase the extent to which pupils with disabilities can participate in the curriculum;</p> <p>Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided;</p> <p>Improve the availability of accessible information for disabled pupils.</p>	<p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <p>Are all the shelves in the library accessible to all? Is there adequate lighting in all areas?</p> <p>Is information provided in large print, Braille, etc.?</p> <p>Do the curriculum and resources include examples of people with disabilities?</p> <p>Do admissions policies ensure equal accessibility?</p>
<p>Policy introduction</p>	<p>What is the purpose of the policy?</p> <p>What legislation does it comply with?</p> <p>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> <p>Targets</p> <p>The strategies that will be employed to meet these targets</p> <p>Timescales</p> <p>Who is responsible for particular targets/strategies</p> <p>Success criteria</p>
<p>Monitoring and evaluating the plan</p>	<p>When was the plan approved?</p> <p>When will it be reviewed?</p> <p>By whom?</p>

Appendix 2- Considerations around the School

Areas	Features
Main building	<p>Are entrances and exits to classrooms flat and accessible to wheelchairs?</p> <p>Are accessible disabled toilets provided?</p> <p>Are light switches and door handles suitably positioned for wheelchair users?</p>
ICT equipment	<p>Are entrances and exits accessible?</p> <p>Is there adequate provision for wheelchair users such as laptops or hand-held devices?</p>
Outside areas	<p>Is access available to all pupils?</p> <p>Are pathways sufficiently wide for wheelchair access?</p> <p>Are pathways flat and obstacle free?</p> <p>Are ramps provided as an alternative to steps?</p>
Lesson planning	<p>How will you support the needs of all learners? Consider variation of activities, timing, instructions, equipment, teaching style etc</p>
Materials	<p>Are written materials accessible to all, and in the format needed?</p>
Use of support staff	<p>How will support staff enable effective accessibility during the lesson?</p> <p>Will their use allow all children and young people to be equally included in class activities?</p>
Classroom organisation	<p>Do arrangements consider mobility impairments, hearing impairments, visual impairments, children with challenging behaviours etc?</p> <p>What seating plans will be in use?</p>
Unexpected incidents	<p>What systems are in place for dealing with unexpected incidents such as evacuations or medical episodes?</p>

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 Bampton CE Primary and Nursery 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.

Bampton CE Primary and Nursery 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.

Bampton CE Primary and Nursery 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: Bampton CE Primary School and Nursery					Date: September 2025
Aim	Actions to be taken	Responsibility	Resources required	Milestones	Success criteria
<p>Ensure the school curriculum is fully accessible to all pupils including those with a disability.</p>	<p>Audit school population (pupils/parents/staff) to identify those with a disability and specific needs in order to identify those who may need additional or different provision.</p> <p>Set up a system of individual access plans for disabled pupils when required.</p> <p>Ensure all staff are aware of disabled children’s curriculum access.</p> <p>SENDCO and DHT to explicitly investigate strategies to support improved writing outcomes for children with ADHD.</p> <p>SENDCO to ensure the use of Zones of Regulation is fully established and used consistently across the school to support emotional regulation and children being ready to learn.</p> <p>Increase confidence of all staff in differentiating the curriculum</p>	<p>SENCo/ Headteacher</p>	<p>SENDCO release time</p> <p>Staff training time as part of INSET days</p> <p>SENDCO &DHT</p> <p>SENDCO</p>	<p>End of Autumn 2025</p> <p>End of Autumn 2025 and ongoing adaptations as required.</p> <p>Spring 2026 Advice from OXSIT/SENS</p> <p>Throughout the year</p> <p>Ongoing and as required.</p>	<p>Disability and medical records are up to date for current school population and parents and appropriate provision and adjustments are in place where necessary. (Including risk assessments where needed)</p> <p>All staff aware of individuals needs and plans as appropriate.</p> <p>Raised staff confidence in strategies for differentiation and increased pupil participation and progress.</p> <p>Staff confidence in delivering weekly Zones lessons and an increase</p>

	<p>through relevant CPD and specialist input</p> <p>Ensure classroom support staff have specific training on disability issues</p> <p>Make sure necessary software is installed where needed and appropriate training given. Use ICT software to support learning.</p>			<p>Training programme to be devised annually.</p> <p>Autumn 2025 Training to make use of Assistive Technology (Make use of Turn IT On to install Apps)</p>	<p>in children being able to identify tools they can use. An increase in children being more regulated and ready to learn.</p> <p>Raised staff confidence in strategies for differentiation and increased pupil participation and progress.</p> <p>Lesson observations demonstrate improved skills in using a range of strategies to support children's needs.</p> <p>Wider use of SEN resources in classrooms.</p> <p>Staff are using training to support children.</p> <p>Use of outside agency recommendations.</p>
<p>Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.</p>	<p>Carry out audit of clubs attended, trips and visits by disabled pupils. Involvement in school community and wider school life (School Council etc.)</p> <p>Designated staff are used to support an individual's SEND needs (after school clubs, playtimes)</p>		<p>SENDCO</p> <p>All staff</p>	<p>Spring 2026</p>	<p>Disabled pupils attend a variety of after school clubs and play an important role in the school community.</p> <p>Children with disabilities access school trips, special events and are supported at play times.</p> <p>Disabled pupils feel safe and well supported as</p>

					an active member of school life.
<p>To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.</p> <p>To ensure that the physical and visual environment is engaging, informative and suitable for all</p> <p>Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.</p>	<p>To create access plans for individual disabled pupils as part of the SEN graduated response process when required. Including updating medical plans.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>The school to consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication. Classrooms are inclusive. Staff use training from Inclusive Classrooms.</p> <p>Playground, step, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.</p>		<p>Office manager</p> <p>SENDCO</p> <p>Headteacher</p>	By October half term	<p>All staff, parents, pupils and governors feel confident their needs are met at school.</p> <p>Parents have full access to all school activities.</p> <p>All pupils</p> <p>Visually impaired people feel safe and confident to access and negotiate the school grounds.</p> <p>All disabled/SEN pupils and staff working alongside them are safe in the event of a fire. All fire drills are successful and children are evacuated efficiently</p>
<p>Review information to parents/carers to ensure it is accessible.</p>	<p>Provide information and letters in clear print and clear, simplified English. Do jo translator option available.</p>		<p>Office manager</p> <p>SENDCO</p> <p>Headteacher</p>	Ongoing	<p>All parents receive information in a form that they can access.</p>

	<p>Meetings with parents include a mixture of communication methods.</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p> <p>Increase the variety of ways parents can access communication from school e.g. text messages and social media platform updates</p> <p>Learning Plans ensure parents can access information clearly and concisely.</p>				<p>All parents receive the necessary support in completing forms and accessing information.</p> <p>All parents understand what are the headlines of the school information</p> <p>All parents understand what are the headlines of the school information</p> <p>All parents, including those who have special needs can understand additional and different provision for their child.</p>
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information.		SENDCO	Ongoing CPD	Staff feel confident to produce their own information/ documents that follow these guidelines
Annual review information to be as accessible as possible	Continue to develop child friendly Learning Plans, review formats and enable all to access annual reviews.		SENDCO	Ongoing CPD	Staff are more aware of pupils preferred method of communications and use these in class

Accessibility Audit

Name of School: Bampton CE Primary School and Nursery				Date: September 2025
Feature	Description	Actions to be taken	Responsibility	Timeline
Entrances	Wide access to allow for wheelchairs			
Reception Area	Disabled push button for access to reception area. Double doors and wide corridors			
Parking area	Designated disabled parking bay near entrance			
Number of floors	One			
Lifts	N/A			
Ramps	To Y6 classroom	Old and can be slippery in wet /icy conditions	Headteacher/ODST	
Toilets	All new toilets access friendly	Older toilets in Y1 and Y2 are more restricted and will need updating	Headteacher/ODST	2026-27
Corridor access	Wide fire doors along corridor			
Signage	Clear signage for fire exits			
Emergency access routes	Clearly signposted			
Pathways	Kept clear of obstructions	Regular checks, especially after deliveries	Office manager, Headteacher, all staff	ongoing
Playing fields/ playground	Open access for all			
Classrooms	Access friendly	Yearly classroom risk assessments undertaken by class teachers to ensure access and safety for all	Headteacher Class teachers	Sept 2025 and annually