



St Oswald's C of E Academy

Imagine with all your mind, **Believe** with all your heart, **Achieve** with all your might

Accessibility Plan

Document Date: March 2025

Review Date: March 2028

Vision Statement and Ethos

Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

In our school our Christian vision shapes all we do:

VISION

To be an excellent school, embedded in Christian values that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future. Our school vision is underpinned by scripture:

Imagine with all your mind,
Believe with all your heart,
Achieve with all your might.

"I can do all things through him who gives me strength"
Philippians 4:13

As part of our vision the following core values were chosen by the school community. They guide us in how we live our lives and help us to reach towards our **vision**.

- Our Values

- Friendship
- Co operation
- Stewardship
- Service
- Perseverance
- Courage

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Aim	Objectives	Actions	Responsible person	Completion date
<p>Increase access to the curriculum for pupils with a disability</p>	<p>All teachers and teaching assistants are confident they can meet the needs of disabled children with regards to accessing the curriculum.</p> <p>Clear provision mapping of interventions to be established and utilised by all staff</p> <p>Entrance and exit data to demonstrate evidence of pupil progress.</p> <p>Whole school awareness of disability issues ICT equipment in place to ensure curriculum access for pupils with a disability.</p> <p>Where reasonable adjustments can be made, out of school activities are planned to ensure the participation of all pupils</p>	<p>School offers an adapted curriculum with stretch and support for all pupils with suitable alternatives offered.</p> <p>Some children will access a personalised/bespoke curriculum if appropriate for their level of need</p> <p>Training provided for teachers on differentiating the curriculum for disabled pupils.</p> <p>Equality and diversity training for all staff – on appointment and refreshed every 3 years</p> <p>Individual Education Health Care Plans reviewed regularly.</p> <p>Termly IEP meetings take place to review pupils' needs.</p> <p>Use external experts (e.g. STS and IDS) to advise on how to best support pupils as well as appropriate resources e.g. ear defenders.</p>	<p>Visit leader / Sports Coach to seek outside expert advice.</p> <p>Epi Pen training and Diabetes training for applicable staff.</p> <p>IDS to advise as necessary on support for individual pupils</p>	

		<p>Staff are trained to meet the individual medical needs of pupils. E.g. PKU specialist nurse advice.</p> <p>Provision mapping to be used across all year groups.</p> <p>SENDCo to monitor interventions and their success/impact on progress.</p> <p>Ensure appropriate ICT equipment and technology is being used effectively by pupils and staff to support teaching and learning.</p> <p>Monitor participation and engagement of all pupils in extra curricular provision ensuring access for all. Risk assessments to be in place for out of school activities. Visit lead / class teacher to conduct a pre visit on all visits to access suitability. Adaptations made if required.</p>		
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<p>Improve and maintain access to the physical environment</p>	<p>Classrooms are organised to promote the participation and independence of all pupils</p> <p>All areas throughout school including the outside areas are accessible and used by all pupils</p> <p>Review use of furniture and equipment throughout school ensuring health and safety measures are met.</p> <p>Make the school accessible for parents with needs including visual or hearing impaired, and EAL parents.</p> <p>Ensure pupil / staff safety in the event of an emergency.</p>	<p>Review use of furniture and equipment throughout school ensuring health and safety measures are met.</p> <p>Regularly review all areas of the school grounds ensuring compliance with regulations.</p> <p>Utilise available disabled parking bays and toilets. School is on one level with ramps available for access into the building. Ensure pathways are clear and safe to use. Seek outside support for hearing impaired parents, ensure visual aids are available.</p> <p>All additional needs pupils and staff will have a Personal Emergency Evacuation Plan created where required to ensure their safe evacuation from the building. This will be created in conjunction with the Academy Business Manager, Class Teacher and SENDCo.</p>		
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Improve the delivery of information to parents and carers				

4. Monitoring & Review

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by Head teacher.

5. Links with other Policies

This accessibility plan is linked to the following policies and documents:

- Child Protection & Safeguarding Policy
- Attendance & Exceptional Leave Policy
- Admissions Policy
- Health and Safety Policy
- Equality Statement
- SEND Policy and Information Report
- Medication Policy & Management Procedure

