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Issued	September 2023		
Approved by	Executive Team	Next review	September 2026

Oxford Spires Academy Accessibility Plan

Date: 04th October 2023

Vision

Anthem Schools Trust is committed to working collaboratively to create ambitious and successful schools where every child thrives, and with teaching and learning being at the heart of everything we do. We understand that ensuring every child accesses Inclusive High Quality First Teaching is fundamental to good outcomes for our students. One of our mottos within the Anthem Schools Trust is ***“Every Student, Every Lesson, All the time.”***



Purpose

This Accessibility Plan is designed to ensure that **Oxford Spires Academy** complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all students, staff, parents/carers and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the Inclusive High Quality First Teaching in lessons, and all aspects of the school day, including those with disabilities and special educational needs.

Key Objectives of the Accessibility Plan:

- to increase the extent to which all students, including those with SEND, can participate in the school curriculum
- to improve the physical environment of **Oxford Spires Academy** to increase the extent to which students, staff and visitors with a disability can access provision within the school
- to improve communication to students and parents/carers.

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 and trusts 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 and academy trusts are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with a disability faces in comparison with students without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Duties on the school

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

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website. It is also available in large print or other accessible formats if required.

Reasonable adjustment duty

The school is committed to making reasonable adjustments to allow students and adults with disabilities to access the educational provision and related services at the school. This is clearly set out in the guidance: The Equality Act (2010) and Schools (Sections 4.20-4.39).

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)

We plan, over time, to increase progressively the accessibility of the school to students and staff with disabilities.

Planning duties

This section outlines the main activities which **Oxford Spires Academy** undertakes, and is planning to undertake, to achieve the key objectives which will be stated within our Accessibility Plan.

1) Increasing the extent to which disabled students can participate in the school curriculum.

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum
- Changes to teaching and learning arrangements
- Classroom organisation
- Timetabling
- Deployment of auxiliary aids and personnel
- Information and training for staff.

2) Improving the physical environment of the school

We see this as attempting to 'increase the extent to which all students, especially those with SEND, are able to take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

3) Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

- ▪ Modified examination papers
- ▪ Modified resource and support material
- ▪ ICT facilities

Communication with parents and carers

In order to best meet the needs of a student with a disability, our schools aim to work systemically with parents and carers. We acknowledge that the better we know and understand our children, the better we are able to meet their needs and we therefore highly value partnership working with families. We support our parents and carers to work closely with the school to provide full information about any disabilities, special educational need or other relevant information about their child(ren).

Accessibility Audit

At Appendix 1 is an accessibility audit template relating to the above three planning duty areas which our school completes in order to inform our Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan template relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents/carers.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Director of Education will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every three years.

Links with other policies

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

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Education Needs (SEN) Information Report
- SEND Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy