Accessibility Plan

The Oldershaw Academy

Approved by:		Date:
Last reviewed on:	December 2019	
Next review due by:	December 2022	

Contents

1.Aims

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 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.

The Principal, Mr Bush, oversees the Academy policies to ensure they are inclusive, including the Academy's Admissions Policy, and he is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and collaborates regularly with the relevant teams from the Local Authority, including the Medical & Physical Needs Team, the Sensory Service (including Vision and Hearing Support) and the ASC Team. The school also engages other external agencies to develop accessibility according to the needs of the pupil population.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

2.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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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

3. Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include examples of people with disabilities.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	All pupils can access the Academy's curriculum. The progress of children with special educational needs or disabilities is in line with those who do not have SEND.	Assess > Plan > Do > Review process fully implemented according to pupil needs. SEND Improvement Process implemented throughout the academic year, including a range of CPD opportunities for staff.	SENDCO SENDCO SLT Teaching Staff Curriculum Support Workers	Ongoing according to pupil need.	Academic progress of pupils with SEND is in line with that of those without. Pupils with SEND report a feeling of inclusion through Pupil Voice survey.

| Improve and maintain access to the physical environment | Where possible, all reasonable adjustments have been made to the Academy environment to ensure accessibility for all. Due to the historic nature of the building, there are a small number of steps remaining between the Sixth Form Block and Main School. Where this is a barrier to accessibility, pupils are re-timetabled to classrooms on the ground floor to maintain access.

The environment is adapted to the needs of pupils as required. This includes:

• Ramps
• Lifts
• Corridor width
• Disabled parking bays
• Disabled toilets and changing facilities
• Library shelves at wheelchair-accessible height | All reasonable adjustments are made to the Academy's physical environment to ensure accessibility. | Assess > Plan > Do > Review process fully implemented according to pupil needs.

Liaison with appropriate external agencies for guidance about supporting pupils' needs including Occupational Therapy. | SENDCO

Teaching Staff

Curriculum Support Workers

Buildings Manager | Ongoing according to pupil need. | Pupils with SEND report a feeling of inclusion through Pupil Voice survey.

All necessary adjustments to the Academy environment are made in line with advice for relevant professionals. |

Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Enlarged print texts* • Suitable equipment to support hearing loss e.g. FM equipment.	All pupils will be fully supported, according to need and in light of guidance for relevant professionals, to access the curriculum and information delivered.	Assess > Plan > Do > Review process fully implemented according to pupil needs. SEND Improvement Process implemented throughout the academic year, including a range of CPD opportunities for staff.	SENDCO SLT Teaching Staff Curriculum Support Workers	Ongoing according to pupil need.	Academic progress of pupils with SEND is in line with that of those without.

4.Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
• Risk assessment policy
• Health and safety policy
• Equality information and objectives (public sector equality duty) statement for publication
• Special educational needs (SEN) information report
• Supporting pupils with medical conditions policy
• Admissions
• Safeguarding

1. Appendices 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				