

Edward Worlledge Ormiston Academy

Accessibility Policy and Plan

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Policy Version Control

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Responsible committee	EWOA LGB

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I. Policy statement and principles

I.1 Policy aims and principles

Edward Worlledge Ormiston Academy values all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 Definition of Disability

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

1.3 Complaints

All complaints are dealt with under the **OAT Complaints Policy**.

Complaints should be made in writing to the Academy in the first instance and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

The outcome of the complaint will be communicated in writing.

1.4 Monitoring and review

This policy will be reviewed three yearly or in the following circumstances:

- changes in legislation and / or government guidance
- as a result of any other significant change or event
- in the event that the policy is determined not to be effective

If there are urgent concerns these should be raised to the Principal, Craig Honey, in the first instance for them to determine whether a review of the policy is required in advance of the review date.

2. Contextual Information

- 2.1 The school currently has an average of 21% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties, including Speech, Language and Communication difficulties and dyslexia, dyspraxia, emotional and behavioural difficulties, medical needs such as severe allergies and specific medical needs.
- 2.2 The school has physical access to the main entrance by ramp and there are disabled toilet facilities available and accessible. The upstairs classrooms are not fully accessible. However, this has been overcome through the provision of classes being moved to the ground floor.
- 2.3 Pathways of travel around the academy site and parking arrangements are safe. Parking on site is limited to designated spaces. Academy gates are closed during the school day to prevent children leaving site. All play areas are fenced off from the car park by a locked gate and are sited to the side and rear of the building away from the car park.
- 2.4 Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise.
- 2.5 Space for quiet work and small group work is available. One to one SEN space is available and the library is also available at times throughout the day.
- 2.6 Furniture and equipment are selected as standard, age related as appropriate.
- 2.7 All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and class sharing assemblies.
- 2.8 Academy visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.
- 2.9 Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' targets and liaise with specialist and support services.
- 2.10 Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- 2.11 Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, information is written down for them or information is printed on coloured paper appropriate to their needs.
- 2.12 We have a clear policy on the administration of medicines, with staff trained to administer epi-pens. There is a register of children with medical needs.
- 2.13 Health Care Plans, with photographs of children with specific medical needs or allergies are kept in the front office. Information relating to these children is also passed on to lunch-time supervisors and is available in class.
- 2.14 Epi-pens and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips.

This action plan attached sets out the proposals of Edward Worlledge Ormiston Academy to increase access to education for disabled pupils in the three key areas identified below as required by the planning duties in the DDA:

- promote opportunities for disabled pupils to participate in the *school curriculum*;
- develop the *environment* of the school to ensure that disabled pupils can take advantage of education and associated services;
- ensure that *information* is provided in appropriate formats for disabled pupils so that they are not disadvantaged.

As a requirement of our specific duty in the DDA 2005 requiring schools to publish a Disability Equality Scheme, therefore we have created an Equality Scheme and extended this action plan to address how the academy will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

We intend to implement the general duty by actively reviewing all our policies, procedures and planned access improvements to remove barriers that result in greater recruitment and retention of disabled staff and greater participation of disabled pupils, disabled parents and community members.

It is also a requirement that the academy's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The action plan also demonstrates how the school will address the priorities identified.

The action plan is to all stakeholders of the academy.

Disability Equality Scheme Action Plan & Access Plan

Target	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Equality and Inclusion					
To ensure that the Accessibility Plan becomes an annual agenda on the Local Governing Body meetings	Clerk to Governors to add to the agenda for the Curriculum and Standards committee	Adhere to legislation	Annually	SLT / Governors	SLT / Governors Report to Governors on outcome Review in light of new pupils identified with difficulties
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	On-going	SLT	SLT
To ensure that all policies consider the implications of disability access.	Consider during review of policies	Policies reflect current legislation.	On-going	SLT	SLT
Target	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Physical Environment					
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by SLT , Premises Manager and Finance and Resources Committee. Suggest actions and implement as budget allows	Modifications will be made to the school building to improve access.	On-going	Site Manager	SLT / Governors
	Termly check on effectiveness of fire evacuation procedures to ensure they meet the needs of all.	Feedback to staff with any concerns or updates.	Termly	Site Manager	SLT / Governors
	Review evacuation plans following building works.	Feedback to staff with any concerns or updates.	Autumn Term	Site Manager	SLT / Governors
	Annual review of Fire and Safety signage by Premises Manager.	Feedback to staff with any concerns or updates.	Annually	Site Manager	SLT / Governors

Target	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Curriculum					
To continue to train support staff to enable them to meet the needs of children with a range of SEND.	SENCO to review the needs of children and provide training for staff as required.	Teachers and TA's are able to enable all children to access the curriculum.	On-going – at least	SENCO	SENCO / SLT
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly	SENCO	SENCO / SLT
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed, in accordance with regular classroom practice, additional time and additional resource requirements.	Barriers to learning will be reduced or removed enabling children to achieve their full potential	Annually	SENCo, Inclusion lead and Year1/2/ 6 teachers	SLT
To ensure that all children are able to access all out-of-school activities e.g. clubs, trips, residential etc.	Review out-of-school provision to ensure compliance and legislation.	All external providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going	SENCo. Inclusion team, EVC co-ordinator	SLT
Written / Other information					
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	Administration / SLT	SLT
To ensure that parents who are unable to attend school, because of a disability access parent's consultations.	Staff to hold parents consultations by phone or send home written information.	Parents are informed of children's progress.	Termly	Teachers	SLT