

Accessibility Plan 2023/24

Ormiston NEW Academy

Statement of intent

This plan outlines the proposals of the governing body of Ormiston NEW Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the academy curriculum.
- Improving the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Principal and other relevant members of staff
- Governors
- External partners

Signed by:

_____ Principal Date: _____

_____ Chair of governors Date: _____

Next review date: September 2024

Accessibility Audit and Plan 2023-2024

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA), SEND Code of Practice 0-25, 2015 and Children and Families Act 2014, part 3. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Recent Amendments to the Equality Act of 2010 have been taken into account and ramps have been put in place where necessary (Equality Act 2010 (Amendment) Bill [HL] 2015-16 — UK Parliament.htm).

Definition of Disability

Disability as defined by the Equality Act 2010:

"A person has a disability if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

Aims of Accessibility Plan

- To reduce and eliminate barriers for students, prospective students and adult users with a disability to access support to the curriculum and full participation in the school community.
- Compliance with the Equality Act 2010 is consistent with the academy aims and equal opportunities policy, and the operation of the academy's SEND policy;

The academy recognises its duty under the Equality Act 2010:

- not to discriminate against disabled pupils in its admissions, exclusions, and provision of education and associated services which could lead to the treatment of disabled pupils less favourably than their peers
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).

The academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out everyday activities, and respects the parents' and child's right to confidentiality.

The academy provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, such as:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- Over-coming potential barriers to learning and assessment for individual and groups of pupils.

Roles and Responsibilities

It is the responsibility of senior leaders and the SENCO to ensure the following points for action are carried out in order to achieve the key objective:

Delivery of the Curriculum

Academy staff receive training in making the curriculum accessible to all pupils, including those with SEN and disabilities, and are aware of its importance.

Working with External Agencies

The academy will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts to ensure the individual needs of all pupils are being met.

Physical Environment

The academy will review the physical needs of all students upon entry to the academy and put suitable plans in place; including supervised use of the lift, where required. The academy will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The Academy will refer to and/or use DFE specific guidance, to include Performance & Design Standards, Building Bulletins, etc. to ensure that any new construction, refurbishment or alteration of the physical built environment, takes into account the following;

- Access & Egress routes are compliant with DDA Regulations
- Acoustics, Lighting, Heating & Ventilation designs comply with Performance Standards as a minimum and/or are adopted accordingly to meet any subject specific activity, students physical and/or sensory needs
- Furniture, Fixtures and Fittings are ergonomically sound and designed to meet any subject specific activity, students physical and/or sensory needs
- Incorporate relevant and appropriate colour schemes for decoration and/or installation of materials, wall finishes, etc.

Provision of information in other formats

The academy is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This plan will contribute to the review and revision of related academy policies e.g.

- Academy Improvement Plan
- Staff Development Plan
- SEND Policy
- Equal Opportunities Policy
- Curriculum Policies
- Health & Safety Policy
- Educational Visit Policy

The plan is also available in the following formats, on request to the Principal; email; enlarged print version; other formats by arrangement.

Monitoring and Evaluation

This policy will be reviewed by the Governing Body, senior leaders and the SENDCO every 2 years.

AUDIT AND PLAN

This audit and plan covers all three main strands of the planning duty;

1. Physical access – improving the extent to which disabled students are able to take advantage of education and intervention.

The physical environment includes; fixtures, fittings and discrete spacing including; steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture.

Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

2. Learning access – increasing the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff continued professional development. Many adjustments to access will be dependent on individual needs.

3. Information access – improving the delivery of information to students with disabilities.

Any students requiring additional support are clearly identified on entry to Ormiston NEW Academy and those requiring specific support with communication are known by staff so their needs can be met in lessons through adaptive teaching strategies. This includes the needs of visually, hearing and physically impaired students attending the Academy.

Planning duty 1: Curriculum

Planning Duty 1: Curriculum Audit Plan

Issue	RAG Rating			Comments and Actions Required
	Red	Amber	Green	
Disability awareness and discrimination training provided to all staff to recognise statutory duties of schools in relation to Equalities Act 2010				All staff have access to National College training on disability discrimination and Equalities Act 2010 as part of CPD offer
Teachers and Student Facing Staff receive specific training to meet needs of individual students within their care				Ongoing – SENDCO to review needs of all Year 7 students on entry and provide specific training to teaching staff to meet needs of individuals
All staff subject to appropriate CPD on adaptive teaching strategies to support removing barriers to learning for all students				Ongoing – CPD programme to include adaptive teaching methodologies to support needs of individuals
Teachers adapt their teaching to meet the needs of all individuals, including students with SEN and other disabilities				Ongoing – lesson observations to highlight lessons where students needs are not being met
Effective use of teaching assistants by teachers to ensure individual needs of some students with SEND are being met				Joint planning required between teachers and Tas for some students using OPP and EP information to support complex needs and ensure classroom practice is adapted
Staff provide reasonable adjustments for students who cannot engage in certain activities due to their disabilities e.g. PE and Science curriculum				Ongoing – staff to review curriculum plans to ensure all students have access or reasonable adjustments have been made
All staff show awareness of the need to plan for additional needs of individual students within their lessons				Ongoing – learning walk data to highlight staff who require support on meeting needs of students with SEND
Students with SEN and Disabilities given additional time to complete some practical activity tasks, subject to their needs				Additional time given, supported by TAs
Appropriate technology used to support learning of students with disabilities e.g. use of lap tops/iPads				Access to lap tops and iPads in all buildings

Schools visits and extra curricular experiences are available to all students, including those with SEND and disabilities				Trip organisers to liaise with SENDCO to ensure appropriate risk assessments are made for students with SEND
Staff trained in how to use additional technologies to support learners with SEND and disabilities				Ongoing – staff trained on how to use devices such as hearing impairment equipment when required

Planning duty 1: Curriculum targets

	Issue	What	Who	When	Outcome criteria	Review
Short term	Teachers not adapting lessons to meet needs of all students, including those with SEND	CPD programme to all staff members on adaptive teaching practices	Principal/ Senior Staff QoE/ teachers/SENCO	Autumn 2023	Staff members have skills to support students with SEND and SEND students have full access to curriculum	Summer 2024
	Teachers not meeting needs of individuals with SEND	Specific CPD and Meetings around the Child to inform staff of specific requirements of some students	SENDCO/ External Support/ Educational Psychologist/ Mental Health and Wellbeing Coordinator	Autumn 2023	Staff members have the skills to support individual SEND needs of some children	Summer 2024
Medium term	Academy trips do not take into account children with SEND	Needs of children with SEND incorporated into planning process Advanced Visits take place Risk Assessments Evolve training	Teachers/SENCO / Trips Coordinator and use of Evolve	Autumn 2023	Academy planning on Evolve considers students with SEND and appropriate measures are taken to support students, including additional staffing and medical implications	Summer 2024
	Teachers are not joint planning with Teaching Assistants to discuss individual	TAs to liaise with Teachers and discuss adaptations to delivery of material and/or	Teaching Assistants/ SENCO/ Heads of Department/	From Autumn 2023	Teaching Assistants to be more involved in curriculum planning to ensure individual	Summer 2024

	students with SEND to adapt lessons appropriately	resources to best meet needs of students with SEND/ disability	Classroom Teachers		needs are being met and appropriate adaptations to materials has taken place	
Medium Term	Some subject curricula not meeting all SEND needs	Departments to review curriculum maps and sequencing to ensure all information communicated is in accessible forms e.g. for autistic students and those with sensory impairments	Heads of Department/ Teachers/ Teaching Assistants	Spring 2024	Reviewed curricula takes into account accessibility of information for all students	Summer 2024
Long term	Every student with SEND cannot access lessons/ Hub provision	Access to IT equipment for all students who require it Curriculum plans reviewed to ensure all students have full access to curriculum	Principal/ICT Manager/SENCO	From Autumn 2023	Pupils with SEND can access lessons and reasonable adjustments made to all curriculum plans Outcomes for SEND improved	Summer 2024
<p><i>Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.</i></p>						

Planning duty 2: Physical environment

Planning Duty 2: Physical Access and Audit Plan

Issue	RAG Rating			Comments and Actions Required
	Red	Amber	Green	
Classroom furniture and equipment is selected, adjusted and located in correct places				Classroom furniture can be adjusted to allow access for all.
School transitions around the building are clearly signposted and known to all students				Clear signage for all areas within building – floor arrows direct movement for students
Emergency and evacuation procedures to alert all students in place				Whole staff training required on use of EVAC chair for disabled students or students with injuries
Emergency alarm systems cater for those with hearing impairments				
Appropriate equipment and furniture in place to meet needs of individual students				
Students with disabilities can move easily around classrooms and corridors				Corridors allow for wheelchair access
A quiet, safe space is available to all students who require it				HUB provides safe space for all students to access when required
Car park spaces reserved for disabled visitors located near to main reception				
Main entrance to school building is easily accessible				No steps to main reception area/ Automatic opening door
Ramps are in place for all areas with steps				
Ramps/Staircases have handrails provided				
Unaided wheelchair access to main reception area				Sliding doors automatically open
All internal doors allow wheelchair access				Door width allows wheelchair access to all classrooms
All corridors allow wheelchair access unaided				
Lifts provided in buildings to allow wheelchair access to different floors				
Each floor of Endeavour/Excellence has access to a disabled toilet facility accessible by wheelchair users				
PE Block have access to changing room and shower facilities for disabled users?				

Internal steps/stairs have contrasting colour edges				Audit required for steps in Endeavour and Excellence Building
Continuous handrails on all internal stairs and landings				Some handrails require repair
Wheelchair users can use all fire exits from areas to which they have access				Staff training required for use of EVAC chair
Decoration of building is not confusing or disorientating to students with disabilities				
Hearing loop is available (fixed or portable) in the school				

Planning duty 2: Physical environment targets

	Issue	What	Who	When	Outcome	Review
Short term	Staff training required on use of EVAC chair and handling of a physically disabled individual in times of emergency	Rolling programme of training for staff on use of EVAC chair	Site team/ SLT/ Teachers/ Hub staff	Autumn 2023	All staff can safely use EVAC chair in times of emergency	Autumn 2023
Medium term	Corridors and Stairs are accessible to students with visual impairments	Incorporation of appropriate colour schemes across buildings and stairs with contrasting colour edges investigated	Site staff/ SLT/ External Contractors	Spring 2024	All walkways and corridors are accessible to students with VI	Summer 2024
	All areas of academy are independently accessible to staff/students using wheelchairs or walking aids	Handrails and ramps installed to all areas requiring stairs	Site Team/ External Contractors	Spring 2024	Independent access to all areas of the academy for physically impaired stakeholders	Autumn 2024
Long term	Children and staff with physical disabilities do not have full access to all areas of the academy	Audit of all areas within academy and appropriate work undertaken including external	Site Staff/ SLT/ External Contractors	From Autumn 2023	All areas of academy are fully accessible to students and staff with physical disabilities	Autumn 2024

		and internal work spaces				
<p><i>Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.</i></p>						

Planning Duty 3: Information and Access Audit

Issue	RAG Rating			Comments and Actions Required
	Red	Amber	Green	
Information is provided in simple language, symbols, large print, audiotape or in Braille for students and prospective students who have difficulty accessing information in standard forms?				Curriculum plans to be audited to ensure accessibility, including use of larger fonts for VI students and adjustments made for students with colour blindness
Facilities in place to provide written information in different formats				
Information is available to staff, students and parents and carers in a way that is user friendly for all people with disabilities				
Academy website is accessible to all stakeholders with SEND				All staff have access to training via CPD programme and National College Disability Awareness training

Staff have access to disability awareness training and support and guidance from outside agencies				
Disability equality is promoted throughout all activities in the academy				Audit required of PSHE lessons and assemblies
All stakeholder views are taken into consideration re: accessibility planning and access				Look at ways to improve contribution of key stakeholders to accessibility planning and review

Planning duty 3: Information targets

	Issue	What	Who	When	Outcome criteria	Review
Short term	Academy curriculum plans not accessible to all users	Audit of all curriculum plans to ensure all students with SEND can access all parts of the curriculum	Heads of Department/ SENCO/SLT	From Autumn 2023	Academy is aware of accessibility gaps to its information delivery procedures	Summer 2024
	Academy staff to ensure all written information is accessible to all learners	Teachers to use One Page Profiles to ensure larger fonts are used/ symbols added to support students with VI Investigate use of IT to use audio software to convert text to speech	Teachers/ SENCO/ Teaching Assistants/IT facilities	From Autumn 2023	VI SEND students able to access appropriate formats of text IT technologies utilised to support text to speech to support VI students	Summer 2024
Medium term	All staff not aware of disability issues and current legislation	All staff to carry out annual training on disability discrimination and the Equalities Act External providers approached for specific training needs as required to meet needs of individual students	All staff	From Autumn 2023	All staff to have completed National College training and evidence provided Staff utilising training information in their lesson planning	Summer 2024
Long term	Disability equality to be promoted via a number of channels within the academy	Audit of PSHE lessons/ Assemblies/ Staff training and mechanisms to celebrate differences of all stakeholders	SLT/ SENCO/ All staff	From Autumn 2023	Increased whole academy awareness of disability issues and celebrating success of individuals with disabilities	Summer 2024

	Not all stakeholder views are contributing to accessibility planning and review	Stakeholder feedback and questionnaires to be employed consistently to ensure needs of all stakeholders with SEND/disabilities are represented and addressed	SLT/ SENCO/	From Autumn 2023	Stakeholders provide feedback on range of accessibility issues and increased involvement in planning for change	Summer 2024
<p><i>Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.</i></p>						