



## **Accessibility Plan**

### **Introduction**

The Academy's Disability Equality Scheme (DES) and ensuing Action Plan are documented and link to this **Accessibility Plan**

**The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.**

**The Governing Body has six general duties towards disabled students:**

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The Academy also has a duty to develop a DES and the requirements within the Scheme are collectively known as **specific duties**. Under the specific duties Academies/Schools must involve disabled people in the development of their DES, and publish it in a way which is accessible for all.

**It is a requirement that the Academy's accessibility plan is resourced, implemented, reviewed and revised regularly.**

### **Definition of Disability**

**'A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'**

### **The purpose and direction of the Academy's plan: vision and values**

At Ormiston Sandwell Community Academy, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of students' 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. Ormiston Sandwell Community Academy promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our Academy aims to be an inclusive Academy. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

### **Information from student data and Academy audit**

We currently have a whole range of students of all backgrounds, needs and abilities.

As at 14th November 2016:

- ADHD
- Allergies
- ASD
- Asthma
- Cerebral palsy
- Diabetes
- Dyscalculia
- Dyslexic
- Dyspraxia
- Eating disorders
- Eczema
- Hearing impairment
- Heart problems
- Vision impairment

We collect information from the partner primaries, so that we are prepared for children when they arrive in the Academy.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

We have a procedure for supporting students with medical needs to ensure the needs of all students are catered for.

### **The main priorities in the Academy's plan**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the Academy.

The action plan ensures that:

- The Academy draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCO has an overview of the needs of disabled students.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the Academy.
- The Academy works with partner primaries.
- Disabled students have access to extra-curricular activities.

## Accessibility Plan: November 2016 – November 2019:

### Improving access to the curriculum

	Issue	Action	People / Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Ensure that all Academy trips & residential visits are accessible for students with learning or physical disabilities.	Thorough planning. Advance visits. Trip packs and Risk assessments.	Visit leaders Educational Visits Co-Ordinator. Principal	On-going	Academy trips & residential visits are accessible for all students.	Principal Academy Visits Co-ordinator. Trip leaders. Feedback from students
2	Ensure that after-Academy clubs are accessible for all students.	Ensure access is available for all students including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-Academy clubs.	Ongoing	After-Academy clubs is accessible for all students.	Principal Feedback from parents and students.
3	Strive to ensure curriculum is fully accessible to students with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to students. Consider ways in which students can communicate their ideas.	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	March 2013 onwards	Curriculum is fully accessible for all students.	Principal SLT SENDCO.

4	Academy policies make reference to provision for students with difficulties & disabilities (particularly PE)	Policies to include: <ul style="list-style-type: none"> <li>• Content</li> <li>• Strategies</li> <li>• Resources</li> </ul> That could be employed when planning for students with difficulties or disabilities.	Whole staff. Subject leaders. Advisors.	Ongoing	Policies include provision for students with difficulties or disabilities	Principal SLT Subject leaders.
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## Access to information

	Issue	Action	People / Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
5	Availability of written material in alternative formats	Academy makes itself aware of the services available through its LA for converting written information into alternative formats.	L.A. Principal Admin Staff SENDCO	On-going	If needed the Academy can provide information in alternative formats	SENDCO Feedback from parents and staff.
6	Steps are particularly dangerous for students with visual impairment.	Paint edges of steps in all external areas.	Principal SENDCO Site Manager	On-going as req'd	Physical accessibility of the Academy is increased	Principal Feedback from students.
7	Raise staff awareness of disabilities issues.	Academy to seek advice from experts. Consider needs of specific students, both for Academy and off-site activities.	LA. Health Authority. Disability Rights Commission. All Academy staff.	On-going	Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff.	Principal SLT SENDCO. Class Teachers. LSAs. Other non-teaching staff.
		Promote disability equality via <ul style="list-style-type: none"> <li>• Staff meetings.</li> <li>• PSHCE lessons.</li> <li>• Assemblies.</li> <li>• Celebrating difference.</li> </ul>	Whole staff	March 2013 onwards	Increased whole Academy awareness of disability issues.	SENDCO All staff.

### Access to the physical environment

	Issue	Action	People / Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
8	Improve physical access to C Block of the Academy.	Provide gentle sloping access to the front of the block to enable wheel chair access	LA Designed re-landscaping to be implemented	Autumn 2017	Academy is more accessible for anyone with a physical disability	Principal Finance Director Feedback from parents & visitors
9	More ramps are required to enable wheelchair access to A block by the dining room	Ensure appropriate ramps are installed	To be funded from site maintenance budget	Autumn 2016	All teaching and communal areas of the site will be fully accessible by students with mobility problems.	Principal Finance Director SENDCO

Date approved: November 2016

Date to be reviewed: November 2019

Name of Governor: \_\_\_\_\_ Signed: \_\_\_\_\_