

Accessibility Plan

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Next review date: Spring 2018

Plan prepared by	Ormiston Victory Academy
Responsible committee	LGB delegated authority
Date approved by committee	20 th January 2017
Date ratified by LGB (if required)	N/A
Description of changes from the model policy (if any)	

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Statement of intent

This plan should be read in conjunction with the **Academy Development Plan** and outlines the proposals of the governing body of Ormiston Victory Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the Academy curriculum.
- Improve the environment of the Academy to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, 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 regularly in consultation with:

- The parents/carers of pupils
- The Principal and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the Academy and its pupils, and where the Academy has undergone a refurbishment.

Planning duty 1: Curriculum

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 the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Principal/ teachers/SENCO	Spring 2017	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2018
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members – regular SEND staff briefings Training for teachers on differentiating the curriculum (eg. Teachmeet/external providers: Ed Psych, Specialist Learning support teacher, Dyslexia etc)	Principal/ External advisors/SENCO	Summer 2016	Staff members have the skills to support children with SEND	Autumn 2017
Medium term	Academy trips do not take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Spring 2017	Planning of Academy trips takes into account pupils with SEND	Summer 2018
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments to pupils with SEND	Principal/ICT Manager/SENCO	Spring 2017	Pupils with SEND can access lessons	Spring 2018

Planning duty 2: Physical environment

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 the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the Academy's physical environment is accessible	Audit of physical environment	Building surveyors	Spring 2017	Academy is aware of accessibility barriers to its physical environment, and will make a plan to address them – See OAT DDA Review	Summer 2018
Medium term	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes	Director of Finance & Operations	Summer 2016	Learning environment is accessible to pupils with visual impairments	Autumn 2017
	Toilets are not accessible	Handrails installed	Site Manager	Summer 2016	Access to toilets is increased	Autumn 2017
Long term	Children with physical disabilities cannot access Academy buildings	Construction work undertaken	Director of Finance & Operations/building contractors	Summer 2016	Academy buildings are fully accessible	Autumn 2017

Planning duty 3: Information

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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether Academy information is accessible or not	Audit of information delivery procedures across curriculum departments including admin (ie. for information sent home)	SENCO/ Network Manager	Spring 2017	Academy is aware of accessibility gaps to its information delivery procedures	Spring 2018
	Academy does not know how to make written information accessible	Academy seeks advice from external advisors	SENCO	Summer 2017	Academy is aware of local services for converting written information into alternative formats	Summer 2018
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats eg. on different coloured paper and/or using coloured overlays or different fonts Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ Network Manager	Autumn 2016	Written information is fully accessible to children with visual impairments	Autumn 2017
Long term	Academy website is not accessible to children with SEND	Audit of website	Network Manager	Summer 2017	Website is fully accessible	Summer 2018

