

**EDWARD WORLLEDGE
ORMISTON ACADEMY**



ACCESSIBILITY POLICY AND PLAN

Date approved by Governors.....March 2018.....

Signed

Date for ReviewMarch 2020.....

1. Introduction

Edward Worlledge Ormiston Academy has an obligation under the Equality Act 2010:

- not to treat pupils who are disabled less favourably for a reason related to their disability;
- to make reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage;
- to draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

This policy sets out the proposals of our academy to increase access to education for pupils who are disabled in the three areas required by the planning duties of the Equality Act:

1. increasing the extent to which pupils who are disabled can participate in the academy curriculum;
2. improving the environment of the academy so pupils who are disabled can take greater advantage of education and associated services;
3. improving the delivery of the curriculum to pupils who are disabled.

This policy should be read in conjunction with the Academy's Disability Access Plan.

2. What defines 'reasonable adjustments'?

In determining what is reasonable the academy will have regard to:

- the financial resources available to the academy
- the costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- the practicality of making reasonable adjustments
- the extent to which aids and services will be provided via a Statement of Educational Needs statement, EHC Plan or by provision paid for outside the academy's resources
- health and safety requirements
- the interests of other pupils.

Statement of Intent

Edward Worlledge Ormiston Academy is committed to resourcing, implementing, reviewing and revising the Accessibility Policy tri-annually. Regular disability Access Audits are undertaken as part of this process.

Our purpose is

- to be sensitive to the needs of every child
- to reduce barriers to learning in every area of school life
- to ensure the curriculum is accessible to every student
- to keep equality of opportunity enshrined in our practice
- to have regard to any Department for Education's guidance as may be in force and amended from time to time.

3. What constitutes a disability?

The Equality Act describes a person who is disabled as having '*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*'.

Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties, autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment. Not all pupils who have a learning difficulty or special educational need are disabled.

4. Starting points

4a: The purpose and direction of the academy's plan: Vision and values

Edward Worlledge Ormiston Academy has high expectations for disabled pupils and a commitment to pupils' full participation in academy activities and community. Our policy is driven by the principles of equal opportunities

as outlined in The Equality Act 2010. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

4b: Information from pupil data and school audit

The school currently has an average of 18.5% 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.

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.

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.

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.

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.

Furniture and equipment are selected as standard, age related as appropriate.

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.

Academy visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

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.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

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.

We work in close consultation with our EAL teacher in order to ensure that children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum.

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.

Health Care Plans, with photographs of children with specific medical needs or allergies are displayed in the medical room. Information relating to these children is also passed on to lunch-time supervisors and is available in class.

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.

4c: Views of those consulted during the development of the plan

Parents, pupils, academy staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parent consultations and reviews we are confident that the academy adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

5. The main priorities in the academy's plan

5a: Increasing the extent to which disabled pupils can participate in the academy curriculum

- Audit the representation of disabled people in books and teaching materials and increase if necessary – with a particular focus on books in the academy library.
- Ensure that all pupils are able to access instructions / information on whole class teaching boards.
- Ensure that curriculum planning meets the needs of all groups of pupils in school in order to improve disabled pupils' access to the curriculum, including strategies that are sensitive and responsive to pupil diversity.
- Identify possible approaches to self-monitoring and emotional health for individuals and for groups / whole classes.
- Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability issues.
- Provide for the social inclusion of all pupils through the setting up of playground activities focusing on the needs of vulnerable children.

5b: Improving the physical environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services

- Raise awareness of mobility issues in classrooms e.g. position furniture and free flow around spaces.
- Increase the amount of seating provided for outdoor events e.g. Sports Day.
- Increase awareness among all members of the academy community about the dangers of cycling / scooting on the academy premises.

- Increase awareness of a range of disabilities and needs with specific focus on blind / partially sighted.
- Improve 'chill out' / areas for reflection in the outdoor areas.
- All new building work to include installation of lever taps in cloakrooms and classrooms.

5c: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- Ensure that newsletters are readily available for parents via the academy website.
- Increase pupil awareness of where to access information about events in school and the local community.
- Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required e.g. diabetes, use of toilet facilities.
- Improve transition arrangements for pupils with specific needs, especially those pupils with disabilities that do not have an identified SEN.
- Raise the profile of strategies used to communicate information about pupils with specific needs.
- Ensure parents are aware of the local offer by academy and Norfolk County Council.
- Ensure that awards / rewards given are fair and accessible to as many pupils as possible.

6. Making it happen

6a: Management, coordination and implementation

- Academy staff to be aware of The Equality Act 2010 and how the disability duties apply to academies through staff meetings and identification of staff training needs.

- The Governing Body will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.
- The Access Plan will be coordinated with the academy's responsibilities towards disabled staff under Chapter 4 of The Equality Act 2010 and towards the general public under Chapter 5 of The Equality Act 2010 and our duties under Health and Safety, race and Human Rights legislation.
- Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review.
- The Governing Body will report to parents on the academy's accessibility plan which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the academy.

6b: Making the plan available

- Hard copies of the academy's Access Plan will be available via the academy and the Governors' Folder. An electronic copy is available via the academy web-site: www.edwardworlledgeoa.co.uk
- According to the recommendation of Disability Rights Commission font size should be no less than 14 point.