

Accessibility Plan

Responsibility: Vice Principal (Behaviour and Safety)

Review Date: April 2019

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period March 2018 – April 2019.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

Ormiston SWB Academy provides an excellent environment that can be accessed by all. We are committed to ensuring that we;

- Improve access to the physical environment of the school and its grounds. Adding specialist facilities as necessary. This covers improvements of the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. We have to ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students.
- We have to make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN and disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximum learning opportunities.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various formats within a reasonable time frame when requested or as part of recommended strategies for students.

A new Accessibility Plan will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and Trust Board Members in the matter of equality and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with other Academy policies, protocols and guidance documents.

Accessibility Audit and Plan 2018-2019

This audit 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 information and training.

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 SWB Academy and those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

VI – Visually impaired.

HI – Hearing impaired.

PI – Physically impaired.