



ACCESSIBILITY POLICY

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<u>Approvals</u>			
Name	Position	Signature	Date
John Leam	Chair of Trustees	<i>J Leam</i>	6 December 2021
Alan Warboys	Chief Executive Officer	<i>A Warboys</i>	6 December 2021

<u>Document History</u>			
Version	Date	Author	Note of Revisions
2.0	July 2020	Board of Trustees	Due to Covid-19 review date extended to 31/12/2020
3.0	January 2021		"Students" replaced by "pupils"
4.0	December 2021	Board of Trustees	Updated to reflect change in SENDCo

Context

Definition of Disability

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

‘A person who has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities’.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long term’ means ‘has lasted or is likely to last more than 12 months.’

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

Policy Aims

Our planning addresses the following areas:

- Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- Academy curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and academy visits.
- Support services – access to services within and external to the academy to support families where a disability is identified
- Awareness – building awareness of staff through training and development and heightening children’s awareness of issues related to disability
- Communication of information – how information is communicated within the academy and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Current Policy

Our prime objective is to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the Ossett Academy community for pupils, and prospective pupils, with a disability.

However, Ossett Academy is located on the site of a former Grammar Academy built in the 19th Century. Other additions have been made to the Academy dating from the 1950’s, 1970’s, 1990’s and 2005. The building is situated on the side of a hill and has five levels and several sets of steps / flights of stairs. Major building would be required before the building could successfully meet the needs of pupils in wheelchairs or those with severe mobility problems.

Principles

Compliance with the DDA is consistent with Ossett Academy's aims and equal opportunities policy, and the operation of Ossett Academy's SEND policy. Ossett Academy recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- 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 DRC Code of Practice (2002).

Ossett Academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

Ossett 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; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable Learning challenges
- responding to pupils' diverse Learning needs
- overcoming potential barriers to Learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

Ossett Academy will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Ossett Academy will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. We have installed extra emergency lighting, improved access to the hall and added two disabled toilets. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings. We continue to improve around the site from the car park, towards the reception area.

c) Provision of information

Ossett Academy will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan

See attached (Appendix 2)

Linked Policies

This Plan will contribute to the review and revision of related Academy policies, e.g.

- Academy strategic plan
- Premises development plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies.
- Health and Welfare and Safety
- Educational Visits

The plan is also available by e-mail, or in an enlarged print version, on request to the Principal.

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
Academy is aware of the access needs of disabled children.	Regularly review access plans for individual disabled children and others with specific needs as part of PEEP process	At the start of each academic year.	SENCO	Individual plans in place for disabled pupils and staff aware of all pupils' access needs.
Academy staff to be better aware of access issues.	Provide information and training on disability equality for all staff. Each academic year there will be specific training for staff concerning pupils with SEND.	At the start of each academic year.	Principal/ SENCO	Raised confidence of staff and governors in commitment to meet access needs.
All building work to adhere to relevant Accessibility guidance.	Share relevant accessibility guidance with relevant personnel and contractors.	Ongoing Business Operations Manager to check compliance on new build projects	Business Operations Manager	On-going improvements in access to all areas when undertaking routine and maintenance works where reasonable and practicable.
Improve external access for visually impaired people	Replace external light bulbs immediately when 'blown'. Re-paint yellow stripes on edge of all external steps	On-going Annual refresh. Last completed Summer 2020 due to Covid closures in 2021.	Business Operations Manager SENCO	Visually impaired people feel safe in the grounds. Access around the site easier for all. Visually impaired people feel safe in the grounds.

Repaint classrooms and corridors in colours with suitable contrasting woodwork	When classes are painted under Routine and Maintenance, include contrasting colours as appropriate	On-going	SENCO Business Operations Manager	Colour schemes that support teaching, learning and behaviour (not pure brilliant white in learning spaces) Classes accessible for visually impaired pupils.
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Targets	Actions	Timescale	Responsibility	Success criteria
Review staff needs with regards to accessibility parking	Allocate spaces as required, work with staff and pupils on an individual needs' basis. Install a dropped kerb to enable access to the reception from car park	In place. Completed.	HR/Business Operations Manager	Accessible parking bay for disabled staff/visitors. Easy access from car park to reception for wheelchair users/people with pushchairs etc.
Review and replace lighting in all areas	Seek advice on the lighting in all teaching areas from the Sensory Needs Service	External brighter lighting in car park partially completed. Layout of car park requires external wiring at significant cost..	SENCO	Lighting improved for visually impaired and hearing-impaired children currently in academy.
Review the fire escape routes fitness for purpose	Take necessary steps to ensure all pupils are catered for, e.g. regular fire drills	At the start of each academic year	SENCO/ Premises/SL T/Business Operations Manager	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.

Ensure all common facilities accessible to children with SEND.	Ensure an ICT Suite, Dining facilities and LRC are accessible. LRC accessible from reception area with a few steps involved.	On-going	Business Operations Manager/SENCO	All common facilities are on the ground floor where reasonable and practicable

Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
Increase confidence of staff in provision for pupils with SEND.	Assign CPD sessions for training identified specific SEND e.g., Tourette's, ASD etc.	Annual training.	SENCO	Raised confidence of staff in strategies for provision for all regardless of SEND.
Ensure SEN Mentors have access to specific training on disability issues	Use SEN Audit tool to identify LM training needs and inform CPD training.	Annual basis.	SENCO	Best possible provision for all pupils regardless of SEND.

<p>Ensure all staff are aware of Curriculum provision for pupils with SEND.</p>	<p>Ensure all SEND information is transferred to BROMCOM.</p> <p>Emergency Evacuation Plans reviewed.</p> <p>Information gathered from Primary schools. Recommendations given to staff from outside agencies.</p>	<p>At the start of each academic year</p>	<p>SENCO/SEN Assistant</p>	<p>All staff aware of individual pupils' access needs.</p>
<p>Ensure all pupils can access Academy educational visits as appropriate.</p>	<p>In-service training to include accessibility awareness raising where appropriate.</p>	<p>Ongoing</p>	<p>Educational Visits Coordinator/ SENDCo</p>	<p>All children in the Academy are able to access Academy trips as appropriate</p>
<p>Review PE Curriculum to ensure PE is accessible.</p>	<p>SENCO to liaise with CTL PE.</p> <p>Monitoring of class teaching.</p>	<p>At the start of each academic year</p>	<p>CTL PE</p>	<p>All children able to access PE and disabled children more able to excel in sports.</p>

Targets	Actions	Timescale	Responsibilities	Outcomes
Review curriculum areas to include disability issues as appropriate	<p>Include specific reference to disability equality in curriculum reviews</p> <p>Develop Life and Form Learning curriculum to address disability equality issues.</p>	Ongoing	Life and Form Learning Coordinator	Gradual introduction of disability issues into curriculum areas.
Encourage disabled children to participate in after academy and lunch time activities.	Monitor participation in clubs at lunch and after academy by disabled children	Ongoing	SENCO/Teaching Staff	Disabled children confident and able to participate in out of academy activities.
Ensure all staff have undertaken disability equality training.	<p>Set up Inset training for all staff on disability equality, explore support from Special Academies</p> <p>Ensure new staff access similar CPD courses</p>	Ongoing	Assistant Principal responsible for CPD/SENCO.	All staff work from a disability equality perspective
Develop links with local special academy to improve understanding of accessibility for all.	Organise opportunities for staff to experience provision in a Special Academy as appropriate	July 2022	SENCO/ Assistant Principal (CPD)	Increased confidence of staff in developing their curriculum area accessibly.

Improving access to information

Targets	Actions	Timescale	Responsibilities	Success criteria
Review information to parents/carers to ensure it is accessible as required	<p>Ask parents/carers about access needs when child is admitted to academy</p> <p>Review all letters home to check reading age/Plain English,</p> <p>Produce newsletter in alternative formats as required e.g. large print, Braille, as requested.</p>	<p>At the start of each academic year</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Principal</p> <p>Principals PA</p> <p>Assistant Principal/SENCO</p>	All parents getting information in format that they can access e.g. tape, large print, Braille.
Ensure all staff are aware of guidance on accessible formats	<p>Distribute Wakefield guidance on good practice in accessible formats and Editorial guidelines.</p> <p>Provide guidance to staff on dyslexia and accessible information</p>	Annual basis	HR/SENCO	Staff start to produce routine information to children in accessible formats
Inclusive discussion of access to information in all annual reviews	<p>Ask parents/carers and children about access to information and preferred formats in all reviews</p> <p>Develop One Page Profiles in partnership with parents/carers and pupils to meet individual needs</p>	Ongoing	SENCO	Staff more aware of pupils' preferred methods of communication

Establish British Sign Language capability within the Academy	SEN Mentor to undertake BSL training	To be completed.	SENCO/SEN Mentor	BSL trained SEN Mentor available if needed.
Redesign Academy prospectus/Website to be accessible.	Seek advice making information accessible	Ongoing	Communications and Marketing Officer	Parents/carers feel confident in the information they have about the academy.
Review signage in Academy to ensure that they are easy to understand for all.	Gradually replace written signs including symbols	Ongoing	Business Operations Manager	Improved access and navigation of Academy.