

## Ormiston Meadows Academy Accessibility Plan

### **1. Introduction**

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan must be reviewed every three years and approved by the Governing Body. The Accessibility Plan will form part of the Premises, Resources, Fundraising and Marketing section of the Academy Development Plan and will be monitored by the Principal and evaluated by the Governors.

This Accessibility Plan should be read in conjunction with the academy policies, strategies and documents, including:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- Academy Prospectus
- Academy Improvement Plan
- Special Educational Needs Policy
- SEND report / offer
- Staff Development Policy

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the prior to the end of the period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when academy policies are reviewed. The terms of reference for all governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored through the Governing Body.

## 2. Aims and Objectives

### **Our Aims are:**

- To improve and maintain access to the **curriculum** for pupils with a disability - to ensure that pupils with a disability are as prepared for life as other pupils; this covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, enrichment activities and educational It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum
- To improve and maintain access to the **physical environment** of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education
- To improve and maintain **communication and the delivery of information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events

## 3. Current good practice

### **Curriculum**

- Inclusion of all pupils is a strength of Ormiston Meadows Academy, as noted by successive Ofsted inspections.
- Disabled pupils participate in all curriculum areas, including PE, and extra-curricular activities, including after-school and lunchtime clubs, and educational visits. Arrangements are made on an individual basis to ensure that pupils are able to access the activities they wish and the academy works with educational visit venues/ providers in applying Reasonable Adjustments to facilitate inclusion.

### **Physical Environment**

- Ormiston Meadows has a Mainstream Specialist Hub for children with Physical Disabilities. The building is fully accessible, with wider corridors, accessible toilet/ changing facilities, and electronic doors in corridors. The academy has a well-equipped physiotherapy room, mobile hoists and charging facilities for powered wheelchairs.
- Classrooms are laid out to facilitate the inclusion of all pupils, with accessible resources, visual timetables and equipment required to maximise independence, including ICT, available

## **Communication and Information**

- The Inclusion Team liaise closely with Parents/ Carers regarding the needs of individual pupils, and Individual Provision Maps, Risk Assessments and Personal Care Plans are drawn up where required. Home-school books, telephone contact and face-to-face meetings, including multi-agency meetings, are used to maintain this communication.
- The academy works closely with other agencies, including specialist teachers, Physiotherapy, Occupational Therapy, Speech & Language Therapy and Wheelchair Services. Wherever possible, appointments are held in school to minimise pupil absence. Follow-up programmes and strategies are implemented, following the advice of these agencies.
- Ormiston Meadows Academy offers support to other local schools in including pupils with physical disabilities.
- Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. There are Hearing Loops in both main halls. Staff have experience of using alternative and augmentative methods of communication, including PECs, symbols, ICT and signing. Information and reminders for parents are made available electronically as well as in paper-form, e.g. through Facebook/ Twitter.
- Staff consult with pupils and their parents regarding the best ways to enable them to access the curriculum. Pupils are taught strategies to enable them to become independent learners and to progress in their self-help skills.

## **4. Physical Environment / Access Audit**

- Ormiston Meadows Academy is a single storey building, built in the 1980s to be wheelchair-accessible. It has wide corridors and several access points from outside.
- On-site car parking for staff and visitors includes a dedicated disabled parking bay. Additional parking bays are required. The car-park has electronic gates, limiting access to the car-park to staff, taxis and parents who have been given an access fob in relation to their own or their child's needs. Access for other parties is via a call-button system.
- All entrances to the academy building are either flat or ramped. There are ramps available for access on/off the playground from all classrooms. However, some of these are narrow and require pupils to have adult supervision to negotiate them. There is an automatic door at the back of the academy building for independent access to the playground.
- The main entrance features a secure lobby and has been fitted with a low reception hatch and electronic doors.
- There are disabled toilet facilities available near EYFS/Year 1 (which has an over-head hoist tracking system, a changing bench, shower and laundry facilities), between Key Stage 1 and

Key Stage 2 classrooms and in the Year 5/6 corridor. All of these are fitted with pull emergency cords.

- The academy has internal emergency signage and escape routes marked. Internal signage could be improved.
- There are Hearing Loops in both main halls.

## Accessibility Action Plan

**Aim 1** To improve and maintain access to the **curriculum** for pupils with a disability

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To ensure that pupils have access to resources and equipment to enable them to access the curriculum	<ul style="list-style-type: none"> <li>• Ascertain gaps in provision</li> <li>• Identify individual needs, in conjunction with outside agencies</li> <li>• Purchase resources</li> </ul>	From September 2017	Class teachers SENCO	Pupils have resources & equipment required to access the curriculum
	To implement staffing restructure	<ul style="list-style-type: none"> <li>• Deploy TAs in line with pupil needs</li> <li>• Provide training for TAs, in-house and from specialist trainers</li> <li>• Review provision in light of pupils' changing needs</li> </ul>	From January 2018	SENCO/ Inclusion Tem	New staffing structure is implemented without gaps in pupil support
Medium Term	To develop staff expertise across the Academy	<ul style="list-style-type: none"> <li>• Identify training needs</li> <li>• Deliver relevant training for all staff</li> </ul>	From 2017-18	SENCo/ SLT	All staff are confident in managing needs of pupils with physical disabilities in their class
Long Term	To develop PE curriculum opportunities	<ul style="list-style-type: none"> <li>• Identify gaps in provision</li> <li>• Offer staff training (in conjunction with PD Hub)</li> <li>• Liaise with outside agencies re: coaching &amp; competitions</li> </ul>	2017-2018	PD Hub SLT PE Co-ordinator	All pupils can access PE, with opportunities to excel and to represent the Academy in inter-school sports

**Aim 2** To improve and maintain access to the **physical environment** of the academy

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term					
Medium Term					
	Identify and rectify uneven areas of playground surface	Repair surface where tarmacked area meets bricks on edge of playground	?	Site Manager	Playground surface is kept even
Long Term	To improve the lay-out of car parking spaces, with increased number of Disabled Bays and clearer designation of areas for taxis to drop-off/ pick-up pupils and turn around	Re-mark car park with additional disabled bays (correctly-marked), taxi drop-off zones and turning area	?	Governing body	Improved accessibility and safety in carpark

Aim 3. To improve and maintain **communication and the delivery of information** to pupils, staff, parents and visitors with disabilities;

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To share key information about pupils	SEN files updated Updates at Key Stage Meetings Training in individual pupil needs	September 2017	SENCO Key Stage Leaders	Key staff are aware of pupil needs
Medium Term	To ensure all staff are aware of specialist equipment/ facilities available in school	<ul style="list-style-type: none"> <li>• Training for TAs re: individual pupils needs</li> <li>• Staff training re: bathroom alarms, Hearing Loop etc</li> </ul>	2017-2018	SENCO/ Inclusion team	Staff are aware of availability and use of specialist equipment
	To develop PD Hub as centre of expertise in the inclusion of pupils with physical disabilities	<ul style="list-style-type: none"> <li>• Work with LA to develop PD Hub and identify cross-LA needs</li> <li>• Set up Y4 classroom to model inclusion good practice</li> <li>• Identify opportunities to offer support/ training in-house and to other schools</li> </ul>	2017-18	SENCo Principal SLT LA officers	PD Hub is established
Long Term	Re-introduce Total Communication strategy, to include signing, symbols, pictures, social stories and dual language resources to support communication	<ul style="list-style-type: none"> <li>• Implement Visual Timetables in all classrooms</li> <li>• Identify pupils who would benefit from Total Communication strategy and set up individual requirements</li> <li>• Make resources available e.g. from Twinkl website</li> <li>• Increase use of signing e.g. in Singing Assembly</li> </ul>	2018-19	Class teachers SENCO/ Inclusion team Music Co-ordinator	Pupils have access to alternative and augmentative communication resources