Accessibility Plan

Date adopted: Summer 2021 Next review date: Summer 2025

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| Plan prepared by | Ormiston Victory Academy |
| Responsible committee | LGB delegated authority |
| Date approved by committee | Summer 2023 |
| 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 academy 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: Curri****culum**

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.

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|  | **Issue** | **What** | **Who** | **When** | **Outcome criteria** | **Review** |
| **Short term** | Continued focus on and QA of Quality First Teaching strategies and in-class adaptations to support students with SEND | Whole staff refresher CPD on QFT and in-class adaptations. Learning walks by SLT, Director of SEND and AP for SEND to QA teacher SEND adaptations and resources | Director of SEND & AP for SEND | Autumn 2024 - ongoing | Learning walk data and QA documents show that QFT and in-class adaptations are consistently applied to ensure students with SEND are more able to access the curriculum | Autumn 2025 |
| **Medium term** | Staff members need an enhanced range of skills to support high profile pupils with SEMH | Continued fortnightly briefings on specific students to provide individual strategies. Targeted EHCP/Behaviour meetings to identify support pathways for complex need EHCP students. Staff CPD on SEMH strategies | AP/VP for Behaviour  Director of SEND | Autumn 2024 - ongoing | Teaching staff learn new strategies which are informed by research and background knowledge | Summer 2025 |
| **Long term** | Pupils with PD need support to access all lessons | Continuing to provide ICT support, lift access/classroom re-rooming and any other adjustments to support pupils to access their learning. | Director of SEND and Deputy SENDCO | Autumn 2024 - ongoing | Assistive technology supports all pupils’ needs | Termly |

**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.

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | Refresh of PEEP plans for all students with PD. | External training needed & refresher for staff in older buildings – posters to be updated for high need/complex PD students in relevant classrooms | Health Manager | Spring 2025 | Appropriate numbers of trained staff are on hand to evacuate all students who need physical support. All PEEPs are up to date and relevant, | Summer 2025 |
| **Medium term** | Learning environments for students with VI must all be accessible. Classroom adjustments highlighted in CPD for staff and quality assured during SEND learning walks. | Movement of furniture in classrooms to allow full access to interactive boards or whiteboards. Continued CPD/reminders for staff on supporting students with VI | Site staff  Director of SEND | Autumn 2024 - ongoing | All room set ups and visual displays are fully accessible to students with VI impairments. Form signs printed in yellow and markings made around the academy. Learning walks and QA show that students with VI are being appropriately supported in the classroom and can access their learning. | Summer 2024 |
| **Long term** | Children with physical disabilities must be able to access all buildings on site | New build fully accessible to all students.  Old building surveyed to possibly improve access.  Review of lesson timetables for students with PD especially in Trafalgar block where there is no stairlift. | Director of Finance & Operations and Director of SEND | Autumn  2024 | New academy buildings are fully accessible in regards to the DDA and accessibility to the curriculum.  Lessons are not timetabled in one old building which is not accessible to all pupils and accommodations are not physically possible in this building. Ensure if there are any students in 6th for with PD in future that computer facilities and lessons are only timetabled downstairs in these cases. | Summer 2024 |

**Planning duty 3: Inform****ation**

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.

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|  | **Issue** | **What** | **Who** | **When** | **Outcome criteria** | **Review** |
| **Short term** | All academy information must be accessible to those with impairment | Ongoing audit of information delivery procedures across curriculum departments including admin (ie. for information sent home). Question included again in parent survey (Autumn 2024) to ascertain the best way to communicate with individual parents | Director of SEND &  Network Manager | Autumn  2024 | Academy is aware of accessibility gaps to its information delivery procedures | Summer 2025 |
| Academy needs to support all meetings in other languages | Academy to continually monitor and make consistent use of translator service offered by the county council and to map meetings which require this costed provision across the year. Translation of key documents into most widely used languages across the academy. | EAL Co-ordinator | Autumn 2025 | Academy uses translator services. Key documents available in variety of commonly used languages throughout the Academy | Summer 2025 |
| **Medium term** | Written information must be accessible to pupils with visual impairments | Continued embedding of provision of written information in alternative formats e.g. on different coloured paper/ exercise books and/or using coloured overlays or different font, including interactive whiteboards & digital power points being accessible to students.  Installation of blinds where light conditions preclude students from effectively accessing lesson resources on the board eg. HIVE 2 & HIVE | SENDCO  Network Manager  Site team | By Summer 2025 | Written information is fully accessible to children with visual impairments | Summer 2025 |
| **Long term** | Academy website must be more accessible to parents and pupils with SEND | Audit of website & review/amend SEND information report to ensure accessibility is enhanced eg use of colour, signposting & visuals. Include question requesting feedback on SEND information report in Parent/Carer survey (Autumn 2024). | Network Manager & Director of SEND | Spring 2025 | Website is fully accessible & parents/carers feedback is positive regarding accessibility of SEND information report | Summer 2025 |