



**Oreston Community Academy**

**Accessibility Plan**

**Date Reviewed by the Governing Body: Autumn 2021**

**Next Review date: Autumn 2024**

## Accessibility Plan

### Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Oreston Community Academy is committed to providing as full a curriculum, to as wide a range of pupils, as possible. Our Academy aims include building a supportive, caring community within which all members recognise the dignity, rights, cultures and attitudes of others and work together in an atmosphere of mutual and self-respect and establishing a culture which encourages each one of us to realise our full potential, to make use of our special talents and to strive for the fulfilment that comes from achieving individual excellence.

If we are to be truly inclusive in our approach then we must ensure that our buildings, furniture, educational equipment and books, together with our approach to learning and teaching, gives the widest possible access to the greatest number of pupils.

### Oreston Community Academy will:

- Value all learners equally
- Increase the participation of students in, and reduce their exclusion from the culture, curriculum and community activities of the Academy.
- Where necessary restructure the cultures, policies and practices in the Academy so that they respond to the diversity of students.
- Reduce barriers to learning and participation for all students, not only those with impairments or those who are categorised as having special educational needs.
- Learn from the attempts to overcome barriers to the access and participation of particular students to make changes for the benefits of students more widely.
- View the differences between students as resources to support learning, rather than as a problem to overcome.
- Improve the Academy for staff as well as students.
- Emphasise the role of the Academy in building community and developing values, as well as raising achievement.
- Recognise that inclusion in education is one aspect of inclusion in society.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and this plan should be read in conjunction with the Equality and Diversity Policy written for schools within the Westcountry Schools Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including

### Access Plan Formulation

Included in the consultation were:-

- Governors
- Staff
- Parents/Community groups
- Pupils (School Parliament)

Senior members of staff responsible: Mrs Esther Best (Headteacher) Miss Danielle Ritchie (SENDCo)

### Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions	Who?
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Access to large print books and audio books as well as duplicate whole class texts.</li> </ul>	<p>Ensure all curriculum resources provide examples of people with disabilities and this is fully embedded across the curriculum.</p> <p>Ensure EYFS have access to audio books. Purchase large books.</p>	<p>Staff Inset training with model examples shared.</p> <p>EYFS staff to purchase listening device and audio stories.</p> <p>Class Teachers to order texts needed in advance of key themes etc.</p>	<p>Team Leaders SLT Teachers</p> <p>Nursery and Foundation staff</p> <p>Class Teacher</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to meet the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Edges in the school painted to show corners in the playground as well as level changes.</li> <li>• Enhanced transition into the school that includes several visits to familiarise with surroundings.</li> <li>• Effective relationships with agencies such as Advisory Teachers for Visual Impairment and Hearing Impairment.</li> </ul>	<p>Ensure when the need arises, elevator in place to access the ICT suite or ICT suite is moved and access to all classrooms in place with ramps.</p> <p>No lighting on paths outside of the school.</p>	<p>Ramps to be purchased or installed when needed.</p> <p>Contact with the council to set up street lighting.</p>	<p>School/WeST Estates</p> <p>Council</p>

Aim	Current Good Practice	Objectives	Actions	Who?
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Availability of newsletters and information in different formats for parent.</li> </ul>	<p>Ensure that classroom environments for children with a hearing impairment are well supported for equal access.</p> <p>Ensure signage is clear internally and externally for children to use to guide around the school.</p> <p>Parents with a disability are consistently well supported.</p> <p>Ensure emergency procedures are well supported for all children with a disability.</p>	<p>High quality hearing impairment resources are purchased such as Assisted listening devices.</p> <p>Internal signage review needed.</p> <p>Clear programme of support in place for parents such as a sign language specialist.</p> <p>Children to be clear about evacuation procedures in the case of an emergency and staff well informed to take the appropriate action. Provide an individual plan for children with a disability in the case of an emergency.</p>	<p>Advisory Teacher for Hearing Impairment</p> <p>Advisory Teachers for Hearing and Visual Impairment</p> <p>Admin Team SENDCo Class Teachers</p> <p>SENDCo alongside class teams.</p>

### Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the local governing body.

### Links with other Policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and Policy
- Supporting pupils with medical conditions policy
- Admissions Policy
- Equality Policy
- Westcountry Schools Trust - Equal Opportunities and Diversity Policy
- Anti-Bullying Policy
- Mental Health and Wellbeing Policy

Policy Author: Esther Best and Danielle Ritchie

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