

Accessibility Plan

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Next review date: September 2024

Plan prepared by	Ormiston Venture Academy
Responsible committee	LGB delegated authority
Date approved by committee	September 2022
Date ratified by LGB (if required)	N/A
Description of changes from the model policy (if any)	

Contents

Statement of intent

1. Planning duty 1: Curriculum
2. Planning duty 2: Physical environment
3. Planning duty 3: Information

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 Venture 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 LA 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: Curriculum

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 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.

- SIMS/go4schools data system is available for all staff identifying need
- Advanced planning for students based on good information from primary partners.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- High quality Pen profiles, available remotely via the VeP to inform planning
- Providing tiered intervention
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc.)
- Developing outstanding learning and teaching across the school incorporating challenge for all levels
- Academic Review Day enables all students to discuss their learning.
- Ensuring that Academy visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Setting of pupils in subjects, with support from the specialist trained TAs
- Smaller teaching groups in Technology/Creative subjects
- Peer mentoring (Learning Gurus), Venture Carers and 'buddy' systems – the big red button/keepmesafe email account
- CASH lessons and collectives
- Success Centre promoting literacy for all
- Development of mutual support and understanding between colleagues in working with pupils with disabilities
- Specialist equipment and resources to support students with Visual Impairment

	Issue	What	Who	When	Outcome criteria	Review
Short term	New staff members do not have the relevant skills and range of new diagnosis to support pupils with specific SEND needs	Ongoing training through bitesize CDP for teachers and support staff on particular SEND needs e.g. dyslexia, attachment disorder (eg. external providers: Ed Psych, Specialist Learning support teacher, Dyslexia etc)	SENDCO	Autumn 2023	Staff members have the skills to effectively to support the diverse needs of students with SEND in the classroom	Spring 2024
Long term	Pen profile information not always detailed enough to inform personalisation	Pen profile information updated to include exemplar material for students/greater use of student voice	SEN Admin SENCO	Summer 2024	Pupils with SEND can access lessons and make progress	Summer 2024

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 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.

- The building is wheelchair accessible with 3 lifts to facilitate movement between the floors.
- 6 Disabled Parking Spaces in the main car park. Disabled Parking Spaces in staff car park.
- All parents are asked if they require access arrangements for Parents 'Evening/ARD/ other events
- Accessible toilet facilities available throughout the school.
- Space for small group work and individual work for targeted learners.
- A physical environment that is safe and welcoming.
- Sound system in Main Hall/ classrooms.
- Hearing loops in classrooms where required
- Handrails on stairs.
- Coloured kerbs and edges of stairs.
- Clear visual signage.

	Issue	What	Who	When	Outcome	Review
Short term	Wheelchair access and appropriate learning facilities	Evac Chair installation Disabled toilets maintenance (included motorized lift) Classroom accessibility furniture installed	SENDCo, First Aider, Site team	Autumn 2023	All areas of the academy are accessible by wheelchair	Autumn 2023
Long term	Enhancements to signage in-line with DDA guidance	General and emergency signage including evac chair	Site team	Ongoing	Ensure the building is accessible and traversable to all users in line with current legislation	Ongoing

Planning duty 3: Information

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 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.

- Visual timetables are produced for identified students.
- Photo diaries are produced for identified students.
- All information from Parents Information Evenings is available on the website or through Go4Schools
- The Accessibility Plan is placed on the website.
- Alternative means of recording features in Pen profiles.
- Signers are used for parents when required.
- Translators and interpreters are used in Parents Evenings/ARD when required.
- Private rooms are available for Parents Evenings/ARD when required.
- Alternative formats for Extended learning projects are available.

	Issue	What	Who	When	Outcome criteria	Review
Long term	Academy website is not accessible to children with SEND, such as VI	Audit of website	PA to the Principal	Ongoing	Website is fully accessible	Summer 2024