

Accessibility Plan

Ormiston Rivers Academy

Statement of intent

This plan outlines the proposals of the governing body of Ormiston Rivers Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the academy curriculum.
- Improving the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, 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 in consultation with the:

- Parents of pupils
- Principal and other relevant members of staff
- Governors
- External partners

Signed by:

_____ Principal

Date: _____

_____ Chair of governors

Date: _____

Next review date: _____

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, 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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members are not clear as to whether the curriculum is accessible	Audit of curriculum	Principal/ teachers/SENCO	Autumn 2020	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 2021
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members	Principal/ SENCO	Autumn 2020	Staff members have the skills to support children with SEND	Spring 2021
Medium term	Academy trips do not take into account children with SEND	Needs of children with SEND incorporated into planning process	Teachers/SENCO / Enrichment Lead	Spring 2021	Planning of academy trips takes into account children with disabilities	Summer 2021
Long term	Pupils with SEND cannot access lessons	Provide tools and resources to meet the needs of children with SEND	Principal/ICT Manager/SENCO	Autumn 2020	Pupils with SEND can access lessons	Spring 2021

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 themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Accessibility review of the academy's physical environment to ensure access for all	Audit of physical environment	Health & Safety Officer / Site Manager	Summer 2020	Academy is aware of accessibility gaps to its physical environment, plan in place to address them	Autumn 2020
Medium term	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes	Academy business manager / site manager	Summer 2020	Learning environment is accessible to pupils with visual impairments	Autumn 2020
	Toilets are not accessible	Aids and support required to meet needs	Academy business manager / site manager	Summer 2020	Access to toilets is increased	Autumn 2020
Long term	Children with physical disabilities cannot access academy buildings	All areas accessible with the exception of second floor	Academy business manager/ site manager	Summer 2020	Academy buildings are fully accessible and individuals timetable adjusted to take into account second floor	Autumn 2020

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, 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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Uncertainty regarding accessibility of information to all	Audit of information delivery procedures & survey to collect feedback	Principal/ICT manager	Autumn 2020	Academy is aware of accessibility gaps to its information delivery procedures	Spring 2021
Medium term	Written information is not accessible to pupils with visual impairments	Provide appropriate resources and tools to enable access	SENCO/ICT manager	Autumn 2020	Written information is fully accessible to children with visual impairments	Spring 2021
Long term	Academy website is not accessible to children with SEND	Audit of website & survey to collect feedback	ICT manager	Summer 2020	Website is fully accessible	Autumn 2020