



# **ACCESSIBILITY PLAN**

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| V1                                    | Oct 2016    | K. Bradford  | Original document   |
| V2                                    | Dec 2017    | L. Devine; J. Holmes   | Meaning of 'substantial' added to Accessibility Strategy.<br><br>Special Educational Needs and Disability Regulations 2010 amended to 2014. |
|                                       |             |  |   |
|                                       |             |  |   |

## **Outwood Grange Academies Trust Accessibility Plan**

### **Vision and Values**

Outwood Grange Academies Trust has high ambitions for all its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of academy life. The academy strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

In terms of access, Outwood Grange Academies Trust aims to:

- Improve the achievement of students and children
- Improve the quality of teaching and learning (including behaviour and safety of students and children)
- Improve the quality of leadership and management

### **Accessibility Strategy**

This statement sets out the ways in which Outwood Grange Academies Trust provides access to education for students with a disability.

A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)
- In the Equality Act (2010) 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months

Outwood Grange Academies Trust's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010).

- Accessibility is addressed under the following headings:
- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Students and Parents
- Admissions

The Board of Outwood Grange Academies Trust support the Equality Act (2010); Disability Responsibilities related to the Children & Families Act (2014); Special Educational Needs and Disability Regulations (2014)). The Trust are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided. The Trust will review access to the physical environment of all of its academies for students with disabilities.

## **Evacuation Procedures**

Each academy will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the student and parents/carers and will be in the student's Special Educational Needs (SEN) file. Students who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities.

## **Curriculum Access: Teaching, Learning and Assessment**

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the academy, transition within the academy or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

The Trust's Information Communication Technology (ICT) network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia and/or reading difficulties.

In constructing the academy's timetable, the Trust will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. The academy will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment and approval. Equal access to the curriculum is provided by quality first teaching in the classroom.

Students at our academies have always been able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities
- Excursions and trips

The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance.

### **Information for Parents and Students**

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEN(D) Policy). Large print format materials can be made available.

If either student or parents have difficulty accessing information normally provided in writing by the academy as worksheets, homework or newsletters then the academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.

- Admissions Policy
- SEND Policy
- Equality and Diversity Policy

All other policies will acknowledge the requirements of the policy.

## Improving Physical Access

| <u>Targets</u>   | <u>Strategies</u>   | <u>Timescale</u>  | <u>Responsibility</u>  | <u>Success Criteria</u>   |
|--|---|---|------------------------|---|
| <p>Access:<br/>To be aware of the access needs of all students/children, staff, governors and parents/carers</p> <p>Ensure all staff &amp; governors and other volunteers / visitors to the academy are aware of access issues</p> | <p>Gather data around access needs at the point of transition process from year 6 or, at the very least, when a child begins at the academy</p> <p>Create access plans for individuals as required</p> <p>Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy.</p> <p>Include the accessibility plan as part of induction</p> | <p>Annually or as required</p> <p>September (annually)</p> <p>As required</p> |                        | <p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p> |
| <p>Ensure everyone has access</p>  | <p>Ensure that nothing is preventing access for all</p>   | <p>Daily check to ensure the entrance area is clear of obstructions</p>       | <p>Reception staff</p> | <p>All visitors feel welcome.</p>   |
| <p>Maintain safe access for all</p>  | <p>Check exterior lighting is working on a regular basis</p>  | <p>Ongoing checks – 3 monthly</p>   |                        | <p>Everyone feels safe and can gain access safely into the school grounds</p>                                     |

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| Exits:<br>Ensure all disabled or impaired people can be safely evacuated   | Ensure there is a personal emergency evacuation plan for all disabled pupils.  | As required             |  | All students and staff working with them are safe   |
| Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced. | Ensure staff are fully trained and aware of their duties.  | Daily                   |  | All personnel and students have safe independent exits from academy   |
| Ensure that the building remains fully accessible and compliant in line with the Equality Act (2010)   | Ensure that any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g. ramps, visual alarms etc. | As works are undertaken |  | That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors |

### Improve access to Information

| <u>Targets</u>  | <u>Strategies</u>   | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u>   |
|---|---|------------------|-----------------------|---|
| Website is compliant with statutory regulations                     | Annual Website audit undertaken   | Annual check     |                       | Compliant website   |
| To improve awareness of alternative formats for sharing information | Using a variety of formats for communication, including text, email, student-post. Ensure all parents/carers are aware that the academy can provide | Ongoing          |                       | All parents/carers become aware of alternatives available and how these can be accessed |

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|  | <p>communication in large text, via telephone/meetings to meet needs.</p> <p>Check that correspondence sent home is accessible in relation to reading ability language etc.</p> |         |  |   |
| Ensure information in all SEN/D Reviews is accessible to all parties | Provide a choice of formats for student's parents/carers to provide views on Reviews  | Ongoing |  | Parents/carers have choices about how they are communicated with and how they provide their points of view. |

### Improve access to the Curriculum

| <u>Targets</u>                                     | <u>Strategies</u>  | <u>Timescale</u>                        | <u>Responsibility</u> | <u>Success Criteria</u>   |
|--|--|---|-----------------------|---|
| Curriculum adjustments ensure fair access for all. | <p>Consider the needs of all students in the academy when planning lessons and adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc.</p> <ul style="list-style-type: none"> <li>- With consideration for those children with general and specific learning difficulties</li> </ul> <p>Ensure all staff have access to the inclusion data of students for who they teach to ensure they can</p> | As required in response to student need | All staff             | All students access fully the curriculum provided through quality first teaching<br>Structured conversations as appropriate with parents/carers |



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|  | plan and deliver to meet their needs   |   |  |  |
| Ensure teaching and learning methods and environment support children with speech impairment                             | Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with Speech Therapy Service.   | As required in response to student need |  | Progress confirmed by observations and formal assessment |
| Ensure teaching and learning methods and environment support children with hearing impairment                            | Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops (where available) and support the use of prescribed devices, such as the Rodger Pen. TA support as required.   | As required in response to student need |  | Progress confirmed by observations and formal assessment |
| Ensure teaching and learning methods and environment support children with visual impairment                             | Child faces board, glasses worn. Modified print.   | As required in response to student need |  | Progress confirmed by observations and formal assessment |
| Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users. | Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in academy. Supervised access to lifts. Early exit from classes. Direct access to | TA support as required                  |  | Children are able to access all activities.              |

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|  | server at lunch time, Regular visits from Physio  |   |  |   |
| Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties              | Layout of classroom, time out, clear targets, clear behavioural expectations.   | TA as required.                                   |  | Progress confirmed by teacher assessment and achieving targets. |
| Ensure teaching and learning methods, and the environment support children with ASD  | Layout of classroom, classroom strategies, ensuring the student is prepared for change (e.g.; timetable changes, exam or assessment dates given etc.), using clear unambiguous language (e.g., avoid using sarcasm or using idioms, using clear, concise instructions | As required in response to student need           |  | Progress confirmed by observations and formal assessment        |
| Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies | Individual Health Care Plan to be followed. Accessibility of medication.<br>Awareness of staff when planning DT, PE, Science activities.  | Awareness for the subject specific lessons and PE |  | Children able to access the activities.                         |
| Necessary provision is in place to allow all students to access extra-curricular opportunities                                 | Pre preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc. Risk assessments to be in place  | As required in response to student need           |  | All students access fully the curriculum provided               |

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|  | for student/s visits and any residential where appropriate   |                                |  |  |
| To improve literacy and numeracy levels of students achieving below age expectations | Identify students who require additional support through RAGs. Provide appropriate interventions.  | Weekly                         |  | Enhanced student progress shown in Praising Stars  |
| Ensure all students can access public examinations and statutory assessments         | Approved access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc. Ensuring that there is evidence of the student's normal way of working in the classroom that comply with JCQ regulations. | For all exam/assessment series |  | All students that have approved access arrangements can fully access all exams and statutory assessments |