

Accessibility Plan

Responsibility: Assistant Principal (Student Services)

Review Date: September 2019

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period March 2018 – April 2019.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

Ormiston SWB Academy provides an excellent environment that can be accessed by all. We are committed to ensuring that we;

- Improve access to the physical environment of the school and its grounds. Adding specialist facilities as necessary. This covers improvements of the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. We have to ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students.
- We have to make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN and disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximum learning opportunities.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various formats within a reasonable time frame when requested or as part of recommended strategies for students.

A new Accessibility Plan will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and Trust Board Members in the matter of equality and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with other Academy policies, protocols and guidance documents.

Accessibility Audit and Plan 2018-2019

This audit plan covers all three main strands of the planning duty;

1. Physical access – improving the extent to which disabled students are able to take advantage of education and intervention.

The physical environment includes; fixtures, fittings and discrete spacing including; steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

2. Learning access – increasing the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs.

3. Information access – improving the delivery of information to students with disabilities.

Any students requiring additional support are clearly identified on entry to Ormiston SWB Academy and those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

VI – Visually impaired.

HI – Hearing impaired.

PI – Physically impaired.

Physical Access and Audit Plan

1 – Outstanding

2 - Good

3 – Requires Improvement

4 – Unsatisfactory

Item	Issue	1	2	3	4	Action/Comment
1	Is furniture and equipment selected, adjusted and located appropriately	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Are pathways and routes logically and signed well?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Floors are coloured coded and clear room numbers provided. Maps not orientated.
3	Do you have emergency and evacuation procedures to alert all students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes, fire alarm sound and flashing light.
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Do furniture layouts allow easy movement for students with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some rooms are cramped.
6	Are quiet rooms/calming rooms available to children who need this facility?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Are car park spaces reserved for disabled people near the main entrance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SSA.
8	Are there any barriers to easy movement around the site and to the main areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Four spaces with wider access.
9	Are steps needed to access to the main entrance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ramps for access to front and rear.
10	Do all those steps have a contrasting colour edging?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ramps and steps.
11	If there are steps, is a ramp provided to access the main entrance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VI team complimented this.
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Is it possible for a wheelchair user to get through the main door unaided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	If no, is an alternative wheel chair accessible entrance provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
15	If there is a lobby at the main entrance, is it possible for a wheelchair user to negotiate the doors?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	Do all internal doors allow a wheelchair user to get through unaided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	Do all the corridors have a clear unobstructed width of 1.2m?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Item	Issue	1	2	3	4	Action/Comment
18	Does each block have a wheelchair accessible toilet?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	Does the relevant block have accessible changing room/shower facilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edging?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	Is there a continuous handrails on each internal stair and flight landing?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22	Does the block have a lift that can be used by wheelchair users?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23	Do you have any other sort of mechanical means provided to move between these floors? Please state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Designated evacuation points on each floor.
25	Could any of the décor be confusing or disorientating for students with disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VI team complimented clear contrast between walls/floor/furniture.
26	Is a heading induction loop available (either fixed or portable) in the school?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27	Do emergency alarm systems cater for those with a hearing impairment? (e.g. flashing light)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes apart from newly made rooms.

Learning Access and Audit Plan

1 – Outstanding

2 - Good

3 – Requires Improvement

4 – Unsatisfactory

Item	Issue	1	2	3	4	Action/Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CPD for all staff Autumn 2.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reports with recommendations are available.
3	Do all staff seek to remove barriers to learning and participation?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All staff need to be more pro-active. Access ASR strategies more routinely.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Are all children and young people encouraged to take part in music, drama and physical activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SEN Sports Day. Fully inclusive practice.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Need to access ASR for support strategies/access arrangements.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use in practical work?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Do you provide access to appropriate technology for those disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Access to laptops and iPads.
10	Are school visits, including overseas visits made accessible to all children and young people irrespective of attainment of disability?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Subject to NSK assessment.
11	Do you ensure that all staff are familiar with technology and practices developed to assist people with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Information Access and Audit Plan

1 – Outstanding

2 - Good

3 – Requires Improvement

4 – Unsatisfactory

Item	Issue	1	2	3	4	Action/Comment
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms or printed information?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Large print provided. Coloured paper/books, tinted overlays.
2	Do you have the facilities such as ICT to produce written information in different formats?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Larger fonts provided.
3	Do you ensure that information is available to staff, students and parents/carers in a way that is user friendly for all people with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Need to consider presentations for P & S needs.