



Orsett Heath Academy
Accessibility Policy
May 2020

Key Contact Personnel

Nominated Member of Leadership Staff Responsible: Miss S McGrane

Date written: May 2020

Date of next review: May 2021

This policy will be reviewed at least annually, and following any concerns and / or updates to national / local guidance or procedures

1) Introduction and Context

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

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.

2) Links with other policies

This accessibility plan is linked to the following policies and documents

- Equality objectives
- Special educational needs policy
- Supporting pupils with medical conditions policy

3) Legislation

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

4) Action Plan

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

Aim	Current good practice Include established practice and practice under development	Timeframe	Person responsible	Success criteria
Increase access to the curriculum	<ul style="list-style-type: none"> • Whole school awareness of barriers to learning for vulnerable pupils, including understanding of SEND and PP support mechanisms • Differentiation and curriculum access using OHA pedagogy to deliver quality first teaching • Embedding of SEN Support Plans and EHCP Plans to develop the support of those pupils with special educational needed • Ongoing review and development of the curriculum design and delivery to meet the needs of all learners • Curriculum progress of all students tracked • Trips and visits will be risk assessed and organised appropriately for all to be able to attend 	<ul style="list-style-type: none"> • All staff shown SEN Handbook and summary of Code of Practice • Twilight CPD and weekly meetings for staff • All plans fully in place for September start • Ongoing • Ongoing • Ongoing 	<ul style="list-style-type: none"> • SENCo • SENCo • SENCo • Assistant Headteacher • Head of School • Head of School 	<p>Teachers are fully aware of strategies around SEND/PP provisions</p> <p>Teachers have access to support banks which are regularly updates.</p> <p>Students have access to appropriate resources as needed.</p> <p>Teachers are aware of how to access SEN Support plans</p> <p>Curriculum meets the needs of all learners</p> <p>All students make expected progress</p> <p>All students will be able to attend all trips and visits</p>

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Signage to help students and others find toilets, receptions and entrances / exits etc. • A rolling general maintenance programme to rectify any issues which arise • PEEPs will be used for individual students where necessary • The environment is adapted to the needs of pupils as required. This includes: Lifts Corridor width Light switches at half height No steps into the building Lower pegs in the changing rooms Adapted chairs for individual students for Science Lab Handrails Disabled toilet 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Head of School • Head of School • Head of School • Head of School 	<p>All signage is present around the school</p> <p>The school is well maintained</p> <p>All staff will be aware of PEEPs in place</p> <p>The environment is adapted to suit pupils as appropriate, although use of mechanical apparatus such as lifts must be supervised at all times for safeguarding purposes.</p> <p>The building is DDA compliant.</p>
<p>Improve the delivery of information</p>	<ul style="list-style-type: none"> • Develop the use of the school website to enhance amount and type of information available to parents and students • Develop the use of social media to improve access to information 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Throughout academic year 	<ul style="list-style-type: none"> • Head of School • Head of School • SENCo 	<p>Communication between the school and parents is strong including the use of the school website and social media</p>

	<ul style="list-style-type: none"> • Detailing on SEN Support and EHCP Plans where a student would benefit from a paper copy or projected information, adapted resources such as enlarged font and/or coloured backgrounds • Parent information evenings • SENCo drop in sessions 	<ul style="list-style-type: none"> • Throughout academic year 	<ul style="list-style-type: none"> • Head of School • SENCo 	<p>Students have access to appropriate resources as needed.</p> <p>Parent information evenings and SENCo drop ins held regularly throughout the year</p>
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5) Monitoring arrangements

The accessibility plan is a working document and is updated throughout the school academic year.

This document will also be formally reviewed every 3 years.

It will be approved by the Head of School and Governing Body.