



# Orsett Heath Academy



**SOUTH WEST ESSEX**  
COMMUNITY EDUCATION TRUST

Policy Name	<b>Accessibility Policy and Plan</b>
Written by	<b>Mrs A Davies, Assistant Headteacher / SENDCO</b>
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## 1. Introduction and Context

Orsett Heath Academy is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

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 school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be made available online on the school website, and paper copies are available upon request. This policy must be adhered to by all staff members, pupils, parents and visitors.

## 2. Links with other policies

This accessibility plan operates in conjunction with the following school policies:

- Equality objectives
- Special educational needs and disabilities policy
- Supporting pupils with medical conditions policy
- Behaviour policy
- Anti-bullying policy
- Curriculum policy
- Health and safety policy

## 3. Legislation

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

## 4. Definitions

In line with the Equality Act 2010, **“indirect discrimination”** is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics
- It puts, or would put, people with those protected characteristic at a disadvantage compared to those without
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim

The **“protected characteristics”** are age, disability, gender reassignment, race, religion or belief sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

The Equality Act 2010 defines an individual as having a **“disability”** 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.

## 5. Action Plan

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

The school’s action plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe. It has been structured to complement and supports the school’s Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

Aim	Current good practice	Timeframe	Person responsible	Success criteria
<p>Increase the extent to which disabled pupils can participate in the curriculum</p>	<ul style="list-style-type: none"> <li>● Whole school awareness of barriers to learning for vulnerable pupils, including understanding of SEND and PP support mechanisms</li> <li>● Differentiation and curriculum access using OHA pedagogy to deliver quality first teaching</li> <li>● Embedding of SEN Support Plans and EHCP Plans to develop the support of those pupils with special educational needs</li> <li>● Ongoing review and development of the curriculum design and delivery to meet the needs of all learners</li> <li>● Curriculum progress of all students tracked</li> </ul>	<ul style="list-style-type: none"> <li>● Staff training during annual September INSET day</li> <li>● Twilight CPD and weekly meetings for staff</li> <li>● All plans fully in place for September start</li> <li>● Ongoing reflection and feedback</li> </ul>	<ul style="list-style-type: none"> <li>● SENDCo</li> </ul>	<p>Teachers are fully aware of strategies around SEND/PP provisions</p> <p>Teachers have access to support banks which are regularly updated.</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>

	<ul style="list-style-type: none"> <li>• Trips and visits will be risk assessed and organised appropriately for all to be able to attend</li> <li>• Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible</li> <li>• Established procedures for the identification and support of pupils with SEND in place at the school</li> <li>• Specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistances – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum</li> <li>• Ensure accessibility of GoogleClassroom work is appropriate for all SEND learners through differentiation</li> <li>• Early Intervention Meetings with Tutors and external agencies</li> </ul>			<p>Staff trained on how to effectively differentiate GC work and plan for vulnerable/SEND</p> <p>Student learning need is identified early and there is a clear referral procedure in place for staff to confidently follow</p>
Improve and maintain	<ul style="list-style-type: none"> <li>• Accessibility audits are</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Head of School</li> </ul>	All signage is

<p>the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer</p>	<p>conducted for those within the school community to ensure that specific needs are taken into account</p> <ul style="list-style-type: none"> <li>• Signage to help students and others find toilets, receptions and entrances / exits etc.</li> <li>• A rolling general maintenance programme to rectify any issues which arise</li> <li>• PEEPs will be used for individual students where necessary</li> <li>• The environment is adapted to the needs of pupils as required. This includes, but is not limited to:</li> </ul> <p style="padding-left: 40px;">Lifts</p> <p style="padding-left: 40px;">Corridor width</p> <p style="padding-left: 40px;">Light switches at half height</p> <p style="padding-left: 40px;">No steps into the building</p> <p style="padding-left: 40px;">Lower pegs in the changing rooms</p>	<p>reflection and feedback</p>	<ul style="list-style-type: none"> <li>• Site Manager</li> </ul>	<p>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>
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	<p>Adapted chairs for individual students for classrooms with high desks</p> <p>Handrails</p> <p>Disabled toilet</p> <p>Emergency evacuation chairs</p> <p>Dropped kerb to the pavement (wheelchair access)</p>			
<p>Improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled</p>	<ul style="list-style-type: none"> <li>• Develop the use of the school website to enhance amount and type of information available to parents and students</li> <li>• Develop the use of social media to improve access to information</li> <li>• 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</li> <li>• Parent information evenings</li> <li>• Parent and Carer Coffee Mornings</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing reflection and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• Head of School</li> </ul>	<p>Communication between the school and parents is strong including the use of the school website and social media</p> <p>Students have access to appropriate resources as needed.</p> <p>Parent information evenings and SENDCo drop ins held regularly throughout the year</p>



	<ul style="list-style-type: none"><li>• SENDCo drop in sessions</li></ul>			
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## **6. Equal opportunities**

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers, which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **7. 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. The Head of School and Governing Body will approve it.