



Cliff Park Ormiston Academy

Accessibility Plan

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Policy Version Control

Policy prepared by	OAT Mandatory Policy
Responsible committee	Co-Curricular
Description of changes from the model policy (if any)	Academy produced policy 09/2018 – SSO minor amendments
Signed	

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Aims

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

Cliff Park Ormiston Academy 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 poster features a background of radiating lines in shades of purple, blue, and red. At the top right is the school's logo, a yellow triangle above the text 'Cliff Park ORMISTON ACADEMY'. Below this, the word 'EQUALITY' is written in large white letters on a blue rectangular background. Underneath, the text 'Welcome to Cliff Park Ormiston Academy.' is displayed. The poster is divided into four horizontal sections, each with a different background color and a key principle: 'RESPECT' (green background), 'COMMUNICATION' (light blue background), 'SUPPORT' (yellow background), and 'COMPLAINTS' (orange background). Each section contains a brief statement of rights. At the bottom, there is a white box with the text 'If you need help with anything, including health issues, a disability or free school meals etc., you should speak to a member of the academy staff.' Below this is a navigation bar with four buttons: 'DISCOVER', 'CREATE', 'THRIVE', and 'ACHIEVE'. In the bottom left corner, the 'OAT' logo is present, with the text 'AN OAT ACADEMY' underneath.

Cliff Park
ORMISTON ACADEMY

EQUALITY

Welcome to Cliff Park Ormiston Academy.

RESPECT

You should be treated with respect. This includes respect for your race, culture, values and beliefs, gender, disability, sexual orientation, transgender identity, as well as your right to privacy.

COMMUNICATION

You have the right to be listened to and to receive information relevant to your child's education. You can ask any questions to help you to be fully informed. When it is necessary and practicable an interpreter will be made available.

SUPPORT

You have the right to have someone with you to give you support in most circumstances.

COMPLAINTS

It is OK to complain – your comments help us to improve our service.

If you need help with anything, including health issues, a disability or free school meals etc., you should speak to a member of the academy staff.

DISCOVER CREATE THRIVE ACHIEVE

[OAT]
AN OAT ACADEMY

Statement of intent

This plan informs the academy's Development Plan and outlines the proposals of the governing body of Cliff Park Ormiston Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- *Increase the extent to which pupils with disabilities can participate in the Academy curriculum.*
- *Improve the environment of the Academy to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.*
- *Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.*

The above aims will be delivered within a reasonable timeframe, 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 academy, OAT and 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 regularly in consultation with:

- The parents/carers of pupils
- The Principal and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the Academy and its pupils, and where the Academy has undergone a refurbishment.

Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our academy offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Curriculum resources to include examples of people with disabilities.</p> <p>Ensure access to all rooms within the academy are accessible</p> <p>Enrichment activities are tailored to ensure 'access for all'</p> <p>Ensure SEND and PP students have access to trips/leadership opportunities through targeted intervention.</p>	<p>SoW development – resources to be explored and suggestions discussed.</p> <p>Ongoing building plans to incorporate accessibility plans for all students.</p> <p>Audit and review of enrichment activities, including questionnaire.</p> <p>Targeted recruitment/invitation for leadership/trips.</p> <p>Database to be updated tracking student engagement.</p>	<p>SSO/PMY</p> <p>KOL/SSO</p> <p>MWA</p> <p>SENCO/MWA SSO/LCA</p>	<p>Termly</p> <p>Ongoing (see building plan)</p> <p>September 2018</p> <p>November 2018</p>	<p>An increase in the positive representation of disabilities within SoW</p> <p>Students able to access all areas of academy.</p> <p>Enrichment activities are tailored to all student needs.</p> <p>Measurable increase in participation of SEND and PP as a percentage.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps 	<p>To ensure all areas of the academy are accessible to all students and that all students are able to</p>	<p>Current build works to explore accessibility plans for new LRC.</p>	<p>KOL/SSO</p>	<p>December 2018</p>	<p>A new building facility that is accessible to all.</p>

	<ul style="list-style-type: none"> • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • TA support (when necessary) 	access equipment/machinery etc.	Lower benching for science and other practical subjects to be explored.			
Improve the delivery of information to pupils with a disability	<p>Our academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources 	To ensure all students are able to access information within the academy and be active learners/participants within lessons.	<p>Explore the use of induction loops within classrooms as part of build program.</p> <p>Review use of signage to include pictorial representation of key areas.</p> <p>Ensure that information is translated for EAL students and parents.</p> <p>To ensure the website includes 'translate' facility.</p>	<p>KOL/SSO</p> <p>KOL/SSO</p> <p>SENCO</p> <p>SSO</p>	<p>July 2019</p> <p>March 2019</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Students with hearing impairment are able to access lessons.</p> <p>All key signage is accompanied with visual representation.</p> <p>Resources translated.</p> <p>Website available to all students/parents, regardless of mother language.</p>

Monitoring arrangements

This document will be reviewed every 2 years with the plan reviewed on a termly basis.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and Safety policy
- Equality information and Objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

1. Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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