



POLICY DOCUMENT

Accessibility Plan – Old Hall Drive Academy

Approved by Principals:
September 2023

Date for review:
September 2026

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Heading 1 – 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Seymour Road Academy, as part of the Wise Owl Trust prides itself on being an inclusive school whose values reflect our commitment to high expectations for all. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Seymour Road Academy will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Heading 2 – Legislation & Guidance

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

Heading 3 – Accessibility Plan

AIM	STRATEGY	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>	<ul style="list-style-type: none"> • Accurate identification of need with reference to 'matching provision to need toolkit' • The curriculum is accessible to all through effective scaffolding. • Tailored resources to support access to the curriculum. • Curriculum resources reflect diversity and equality • Curriculum progress is tracked for all pupils, including those with additional needs • Targets are set effectively and are appropriate for pupils with additional needs • Educational visits/extra-curricular provision is accessible to all 	<p>Early identification of need – SENDCo/Class teachers</p> <p>One-page profiles identify appropriate targets and methods of support</p> <p>CPD –staff are confident in the universal offer accessible to all and means of scaffolding within the classroom</p> <p>All interventions tracked for impact</p> <p>SEND reviews in consultation with parents</p> <p>All staff consider accessibility when planning school-based activities and educational trips. Individual risk assessment completed in consultation with SENDCo</p>	<p>SENDCo</p> <p>Class teachers</p> <p>CPD lead</p>	<p>Ongoing</p>	<p>Accurate identification of need. One page profiles support staff in understanding needs and how to support access to the curriculum</p> <p>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning</p> <p>Comprehensive CPD plan tailored to the needs of the school. Staff are confident in scaffolding learning</p> <p>Children have access to resources enabling them to access the full curriculum offer.</p> <p>Intervention to have a measurable impact</p> <p>All pupils in school able to access all educational visits and extra-curricular provision and take part in a range of activities</p>

AIM	STRATEGY	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>Provision to be made to educate a class / classes of KS2 children on the ground floor when needed.</p> <p>Signage highlighting access routes around the school site</p> <p>Ramps to aid access to the outdoor area via the KS1 exits.</p> <p>Safe access around the exterior of the school site</p>	<p>Pathways are kept clear of obstructions</p> <p>Maintain a wheelchair accessible toilet on the ground floor</p> <p>Signage shows fire exits and evacuation routes</p>	<p>Principal Site Staff</p>	<p>Ongoing</p>	<p>Wheelchair accessible toilets available</p> <p>Clear access around the school site</p> <p>Clear signage of exit and entry routes displayed</p> <p>Ramps enable access to ground floor (in addition to the main entrance)</p>
<p>Improve the delivery of information</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Dual coding 	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p> <p>Ensure alternative modes of communication are shared with the school community and available, upon request</p>	<p>Administrator</p> <p>Teaching staff</p> <p>SENDCo</p> <p>Family support worker</p>	<p>Ongoing</p>	<p>Delivery of information is of a high standard and meets the needs of our school community</p>

Heading 4 – Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body.

It will be approved by the governing body.

Heading 5 – Links with other policies

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

- Health and Safety policy
- Equality Information and objectives
- Special Educational Needs (SEND) Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Educational Visits Policy
- Emotional Wellbeing Policy
- Intimate Care Policy
- Positive Handling Policy
- Safeguarding Policy
- Supporting Children out of School (health conditions)