

# Accessibility plan

Ormiston Latimer Academy



ORMISTON  
LATIMER  
ACADEMY

<b>Approved by:</b>	Everol Halliburton	<b>Date:</b> 18/04/23
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## 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 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.

Our school's principles and values are based around the OAT model of "Achieving More Together." At academy level, we ask all stakeholders to "be safe, be respectful and be ready to learn." We offer a broad and balanced curriculum which is accessible to all. Where pathways need to be adjusted and personalised, we have capacity in our wider offer.

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.

As an academy, we follow the policies and procedures as set out by OAT and seek guidance from OAT central services and the local authority as appropriate.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school].

## 2. Legislation and 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 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.

### 3. 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
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	To offer a broad and balanced curriculum that meets the needs of all learners and allows all learners, regardless of their starting points, to make good or better progress. This curriculum offer has a balance of wraparound/pastoral aspect – life skills, preparation for life after Latimer, and academic qualifications.	<p>Continue to review and refine curriculum with subject teachers on a yearly basis including accreditation offer.</p> <p>To monitor and update PSHE/RSE curriculum to ensure that it is compliant with government guidance</p>	<p>EvH, NI with subject teachers</p> <p>AK</p>	<p>Yearly</p> <p>Termly</p>	<p>High uptake of subjects offered.</p> <p>Sustained/consistent results</p> <p>Termly progress reporting shows sustained progress of good or better</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Wide/double door access (canteen/learner entrance)</li> <li>• Meeting room is at ground level for parents/carers/professionals visiting that may have access needs</li> </ul>	<p>To ensure that all stakeholders are able to access the learning environment in a safe way that enables them to engage with curriculum offer</p>	<p>Review accessibility to first floor</p>	<p>EvH/WF/AB/GM</p>	<p>Oct. 2023</p>	<p>All learners and staff are able to access appropriate parts of the learning environment</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• ICT support as appropriate</li> </ul>	<p>To ensure that all stakeholders are able to access the learning resources and communications in a safe way that enables them to engage with curriculum offer</p>	<p>To consider (if appropriate/needed) whether induction loops and braille resources are needed for learners/staff with visual or hearing impairments</p>	<p>EvH/WF/ReV/NI</p>	<p>Jan 2023</p>	<p>All learners and staff are able to access teaching and learning resources</p>

## **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be approved by the governing board and the headteacher.

## **5. 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 (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy