



# ACCESSIBILITY POLICY

<b>Recommended by:</b> <b>Date:</b>	Resources Committee February 2017
<b>Approved by:</b> <b>Date:</b>	Full Governors February 2017
<b>Review Date:</b>	February 2019

## **CONTEXT**

### **Definition of Disability**

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

‘A person who has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities’.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long term’ means ‘has lasted or is likely to last more than 12 months.’

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

### **POLICY AIMS**

Our planning addresses the following areas:

- Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- School curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- Support services – access to services within and external to the school to support families where a disability is identified
- Awareness – building awareness of staff through training and development and heightening children’s awareness of issues related to disability
- Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

### **CURRENT POLICY**

Our prime objective is to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the Ossett Academy community for students, and prospective students, with a disability.

However, Ossett Academy is located on the site of a former Grammar School built in the 19<sup>th</sup> Century. Other additions have been made to the Academy dating from the 1950’s, 1970’s, 1990’s and 2005. The building is situated on the side of a hill, and has five levels and several sets of steps / flights of stairs. Major building work would be required before the building could successfully meet the needs of students in wheelchairs or those with severe mobility problems.

### **Principles**

Compliance with the DDA is consistent with Ossett Academy's aims and equal opportunities

policy, and the operation of Ossett Academy's SEN policy. Ossett Academy recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

Ossett Academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Ossett Academy provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred Learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable Learning challenges
- responding to students' diverse Learning needs
- overcoming potential barriers to Learning and assessment for individuals and groups of students.

## **Activity**

### **a) Education & related activities**

Ossett Academy will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **b) Physical environment**

Ossett Academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to install extra emergency lighting, improve access to the hall and implement plans to add a disabled toilet. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

### **c) Provision of information**

Ossett Academy will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **Action Plan**

See attached (Appendix 2)

## **Linked Policies**

This Plan will contribute to the review and revision of related Academy policies, e.g.

- Academy strategic plan
- Staff development plan
- Premises development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies.
  - Health and Welfare and Safety
  - Educational Visits

The plan is also available by e-mail, or in an enlarged print version, on request to the Principal.

## Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
1. Academy is aware of the access needs of disabled children.	a) Regularly review access plans for individual disabled children and others with specific needs as part of IEP process	By July 2017	SENCO	Individual plans in place for disabled students and staff aware of all students' access needs.
2. Academy staff to be better aware of access issues.	b) Provide information and training on disability equality for all staff. Each academic year there will be specific training for staff concerning students with SENDs	By Sept 2017	Principal/ SENCO	Raised confidence of staff and governors in commitment to meet access needs.
3. All building work to adhere to relevant Accessibility guidance.	c) Share relevant accessibility guidance with relevant personnel and contractors.	Ongoing Premises Manager to check compliance on new build projects	Premises Manager	On-going improvements in access to all areas when undertaking routine and maintenance works.
4. Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when 'blown' b) Paint yellow stripes on edge of all external steps  c) Seek review from Wakefield Guidance or Sensory Needs Service on appropriate colours/styles for signs and replace temporary ones	On-going  To be replaced/repainted Winter break 2016/17 January/February 2017 CSIT Habitation team to carry out	Premises Manager  Premises Manager  SENCO	Visually impaired people feel safe in the grounds. Access around the site easier for all.  Visually impaired people feel safe in the grounds.
5. Repaint classrooms and corridors in colours with suitable contrasting woodwork	a) Seek review from the Wakefield Guidance or Sensory Needs Service on appropriate colours b) When classes are painted under Routine and Maintenance, include contrasting colours as appropriate	January/February 2017 CSIT Habitation team to carry out  On-going	SENCO Premises Manager	Colour schemes that support teaching, Learning and behaviour.  Classes accessible for visually impaired students.

<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success criteria</b>
6. Review staff needs with regards to accessibility parking	a) Allocate spaces as required  b) Install a dropped kerb to enable access to the reception from car park	On-going  In Place	HR	Accessible parking bay for disabled staff/visitors.  Easy access from car park to reception for wheelchair users/people with pushchairs etc.
7. Review and replace lighting in all areas	a) Seek advice on the lighting in all teaching areas from the Sensory Needs Service	January/February 2017 CSIT Habitation team to carry out	SENCO	Lighting improved for visually impaired and hearing impaired children currently in school.
8. Review the fire escape routes fitness for purpose	a) Take necessary steps to ensure all students are catered for, e.g. regular fire drills	April 2017	SENCO/ Vice Principal	All disabled staff, students and visitors able to have safe independent egress in emergency situations.
5. Ensure all common facilities accessible to children with SENDs	a) Ensure an ICT Suite, Dining facilities and LRC are accessible	On-going	Assistant Principal – Core Services	All common facilities are on the ground floor.

## Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
	1. Increase confidence of staff in provision for students with SENDs	b) Assign in-service training identified e.g. dyslexia, differentiation, alternative recording	July 2017	SENCO	Raised confidence of staff in strategies for provision for all regardless of SENDs.
	2. Ensure SEN Mentors have access to specific training on disability issues	a) Use SEN Audit tool to identify LM training needs and inform Professional Development process b) SEN Mentors to undertake Mental Health First Aid Certificate Training - CAMHs	February 2017  June 2017	SENCO	Best possible provision for all students regardless of SENDs.  SEN Mentors to undertake Mental Health First Aid Certificate Training - CAMHs
	3. Ensure all staff are aware of Curriculum provision for students with SENDs	a) to migrate SEND and SEND provision information to Provisionmap.co.uk/Class Charts	June 2017	SENCO/SEN Assistant	All staff aware of individual students' access needs.
	4. Ensure all students can access Academy educational trips as appropriate	a) In-service training to include accessibility awareness raising where appropriate	July 2017	Assistant Principal – Core Services	All children in the Academy are able to access Academy trips as appropriate
	5. Review PE Curriculum to make PE accessible	a) CSIT to liaise with CTL PE	By July 2017	CTL PE	All children able to access PE and disabled children more able to excel in sports.

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcomes</b>
	6. Review curriculum areas to include disability issues as appropriate	a) Include specific reference to disability equality in curriculum reviews b) Develop PSHE and Citizenship curriculum to address disability equality issues	From Feb 2017	PSHE and Citizenship Co-coordinator	Gradual introduction of disability issues into curriculum areas.
	7. Encourage disabled children participate in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by disabled children	By June 2017	SENCO/Assistant Principal	Disabled children confident and able to participate in out of school activities.
	8. Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools b) Ensure new staff access similar CPD courses	Dec 2017	CPD Co-coordinator/Head of Human Resources	All staff work from a disability equality perspective
	9. Develop links with local special school to improve understanding of accessibility for all	a) Organise opportunities for staff to experience provision in a Special School as appropriate	Dec 2017	SENCO/ Assistant Principal (Community)	Increased confidence of staff in developing their curriculum area accessibly.

## Improving access to information

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
	1. Review information to parents/carers to ensure it is accessible as required	<p>a) Ask parents/carers about access needs when child is admitted to school</p> <p>b) Review all letters home to check reading age/Plain English,</p> <p>c) Produce newsletter in alternative formats as required e.g. large print, Braille</p>	<p>Annually from Sept 2015</p> <p>Sept 2015</p> <p>2015</p>	<p>Principal</p> <p>Principals PA</p> <p>Assistant Principal – Core Services</p>	All parents getting information in format that they can access e.g. tape, large print, Braille.
	2. Ensure all staff are aware of guidance on accessible formats	<p>a) Distribute Wakefield guidance on good practice in accessible formats and Editorial guidelines.</p> <p>b) Provide guidance to staff on dyslexia and accessible information</p>	By Dec 2017	HR	Staff start to produce routine information to children in accessible formats
	3. Inclusive discussion of access to information in all annual reviews	<p>a) Ask parents/carers and children about access to information and preferred formats in all reviews</p> <p>b) Develop Student Information Files in partnership with parents/carers and pupils to meet individual needs</p>	From Sept 2016	SENCO	Staff more aware of pupil's preferred methods of communication
	4. Establish British Sign Language capability within the Academy	a) SEN Mentor to undertake BSL training	Sept 20116	SENCO/SEN Mentor	BSL trained SEN Mentor available if needed.

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcomes</b>
	5. Redesign Academy prospectus/Website to be accessible	a) Seek advice making information accessible b) Have interactive We presence with videos and Twitter feed	By June 2016 June 2016	Assistant Principal – Core Service	Parents/carers feel confident in the information they have about the Academy.
	6. Review signage in Academy to ensure that they are easy to understand for all.	a) Gradually replace written signs including symbols	By June 2017	Assistant Principal – Core Services	Improved access and navigation of Academy.

Signature: Principal	
Signature: Chair of Governors	
Date:	February 2017