



ORMISTON  
SIX VILLAGES  
ACADEMY



# ACCESSIBILITY POLICY

Approved by the Principal: May 2017  
Date of next review: May 2018

## Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Ormiston Six Villages Academy's Accessibility plan is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

## Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

## Vision

Ormiston Six Villages Academy fully supports the OAT policy for inclusion and will be aware of:

- The process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.
- Ormiston Six Villages Academy's staff will be made aware of Equalities legislation through training and updates
- The impact on disabled pupils of the way the Academy is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning.
- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupils

- Outcomes for disabled pupils including exams and end of key stage results and achievements in extra curricular activities

### **Involving disabled people**

#### **Ormiston Six Villages Academy will aim to involve disabled people and will listen to:**

- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the local authority

### **Access to the curriculum**

All areas of the curriculum should be available to pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity may be made available. Cross country running may be inappropriate for an individual wheelchair user but an alternative physical activity – perhaps table tennis or swimming – may be offered. Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.

### **Access to written information**

- Use of symbol software to support learners with reading difficulties.
- Raising awareness of font size and page layouts will support pupils with visual impairments.
- Auditing signage around the school to ensure that is accessible to all is a valuable exercise.