



ORMISTON
SIX VILLAGES
ACADEMY



Accessibility Plan

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Ormiston Six Villages Academy

Accessibility Plan

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I. 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.

An Education provider has a duty to make "reasonable adjustments" to make sure disabled students aren't discriminated against. These changes might include: - Creating a ramp for wheelchair users, or providing extra support aid or equipment.

We liaise with Primary schools, parents and professionals, so that we are prepared for children when they arrive at the Academy.

We have procedures in place to support children with medical needs to ensure all students are safely catered for.

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.

Disability or impairments can include medically diagnosed ADHD. A physical or mental impairment, which has a long-term adverse effect on their ability to carry our normal day-to-day activities. Impairment can also include sensory disability e.g. sight or hearing and recognised mental illness.

2. 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 extracurricular activities

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

3. Objectives

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. For example, cross country running may be inappropriate for an individual wheelchair user but an alternative physical activity – perhaps table tennis – may be offered. Also, 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.

We strive to provide alternative services when a student is at home due to a medical condition.

Access to written information

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

4. Management, co-ordination and implementation

Managing and implementing the school's Accessibility Plan lies with the Governing Body and the Leadership of the school. This is managed by using the following;

- The access development plan (see point 5).

- Resource requirements need to be individually assessed and acted upon for an individual's needs.
- Training is held where it is considered relevant. Either whole school or individual members of staff.
- The progress of students with a disability is closely monitored to aid us to evaluate the success or further need for support or provision.

5. Access development plan

See following page for the March 2018 – March 2021 plan.

Target	Details	By whom	Timescale	Resource Implications	Progress/Evaluation
Early identification of any disabled student in primary school who is likely to attend OSVA.	Improved planning for entry and access to facilities. All relevant outside agencies are involved in the transition. Early links made with student, parents and primary school.	SENCo Primary teachers Outside agencies Parents	March 2018-2021	Any additional equipment required.	On-going
To provide work or alternative services when a student is in hospital, at home due to a medical condition or excluded.	LEA alerted to provide home tutor if necessary. Hospital school service to have more information regarding curriculum needs. Availability of home packs (in year groups) as an immediate response. Use of online platforms. Improved collection of work from subject areas within 5 working days.	SENCo LEA Hospital teacher Home tutor HODs Learning Managers	March 2018-2021		
To continue to improve access to the physical environment	One-way system in corridors to reduce congestion. Improved signage around the school Improved lighting in corridors. Upgrading of toilets including disabled toilets Upgrading of doors which are compliant with DDA regulations A number of staff have been trained in use of EVAC chair to ensure safe evacuation of disabled students in an emergency	Finance & Business Director	On-going		On-going Achieved On-going Completed Completed Completed
To continue to improve access to the curriculum for all students	To monitor and develop the quality of inclusive practices throughout the school To continue to ensure that resources are differentiated to meet the needs of all students All classrooms have interactive whiteboards and connected speakers	SENCo	On-going	Staff training/CPD	
To improve access to information in alternative formats	As subscribers to the Portsmouth School Library Service, we have access to large print books and EAL training resources.	Learning Resources Assistant	On-going		