

Ormiston Academies Trust

Cowes Enterprise College, an Ormiston Academy

Accessibility Plan

Policy version control

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Contents

Introduction	3
Key Objectives	3
Principles	4
Activity	4
a) Education & related activities	4
b) Physical environment	5
c) Provision of information	5
Action Plan.....	5
Linked Policies	7

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

The **SEN and Disability Act** (2001) extended the **Disability Discrimination Act** (1995) to cover education.

Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part Four of the DDA:

- Not to treat disabled students **less favourably** for a reason related to their disability.
- To make **reasonable adjustments** for disabled students, so that they are not at a substantial disadvantage.
- To plan to **increase access** to education for disabled students.

This duty requires schools to produce an **Accessibility Plan** that identifies the action the schools intend to take over a three-year period to increase access for those with a disability in three key areas, is published and evaluated periodically. The three areas include:

- Increasing the extent to which disabled students can participate in the academy **curriculum**.
- Improving the **environment** of the academy to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students **of information which is provided in writing** for students who are not disabled.

In addition, the **Disability Equality Duty** (2006) requires all schools to:

- Eliminate **discrimination** that is unlawful under the DDA.
- Eliminate **harassment** of those with a disability.
- Promote **positive attitudes** towards disabled persons.
- Encourage **participation** by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons **more favourably**.

This duty requires schools to

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES/Action Plan.
- Demonstrate they have acted identified to achieve outcomes.
- Report on progress, review and revise the DES annually.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

At all times the academy will also be equally aware of the needs of disabled staff, parents and visitors.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy community for students and prospective students with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of the individual students.

- To promote an understanding of disabilities throughout the academy and an awareness of the needs of students with a disability.
- To ensure all staff will be able to meet more fully the needs of disabled students with regards to accessing the curriculum.

Principles

- Compliance with the DDA is consistent with the academy's aims, equal opportunities policy, and the operation of the academy's SEND policy;
- The academy recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils 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);
- The 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.

The 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 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to students' diverse learning needs
 - overcome potential barriers to learning and assessment for individuals and groups of students.

Activity

a) Education & related activities

The 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 etc. Within the curriculum, the academy aims to provide a full access to all elements. Specifically, in all areas of Information & Communication Technology, the academy will have consideration in planning facilities for:

- Wheelchair access
- Screen reader software
- Screen magnifier software for the visually impaired
- Features such as sticky keys and filter keys to aid disabled users in using a keyboard
- Screen Magnifier Software.

To develop communication skills in students, enabling them to express thoughts and opinions successfully through speech, writing and sign language as appropriate.

To give advice and support in curriculum subjects as appropriate, to enable disabled students to participate successfully in lessons within the mainstream academy.

To ensure that the needs of all disabled students and staff are represented within the academy.

To create positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people.

b) Physical environment

The academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

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

Accessibility Action Plan

The Plan will be monitored by the Governing Body. The plan is of necessity organic and will need adaptation and additions on a regular basis. Additionally, the academy will always endeavour to:

- Improve availability of written material in alternative forms
- Improve working environment for students with visual impairment by incorporating appropriate colour schemes when refurbishing.

Target	Details	By whom	Timescale	Resource Implications	Progress/Evaluation
Early identification of any disabled student in primary school who is likely to attend CEC	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.	SENDCo Primary teachers Outside agencies Parents	March 2021-2024	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.	FLA to work with SENDCO and Heads of Year to provide work and apply for home tuition if necessary. FLA to liaise with School nurse when required. 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.	SENDCo Hospital Home tutor FLA Head of Year Progress mentors	March 2021-2024	Any additional funding required.	On-going
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. Lists of trained staff to be held with the FLA and SENDco.	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. To continue to ensure that adaptations to environment and or resources occur when and if necessary.	SENDCo	On-going	Staff training/CPD	On-going

To continue to ensure that access to information in alternative formats is available where needed.	To continue to adapt resources for different access needs. EAL training resources as required.	SENDco EAL Specialist	On-going		On-going
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Linked Policies

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

- Equal Opportunities policies
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Asset Management Plan
- Prospectus and Mission Statement
- Teaching and Learning
- Academy Improvement Plan