

Packmoor Ormiston Academy Accessibility Plan 2021 -2024

Introduction

At Packmoor Ormiston Academy we have high ambitions for all our pupils and are committed to working together to provide an inspirational and exciting learning environment where all our children can develop an enthusiasm for life-long learning. To achieve this we aim to meet the specific needs of all our pupils and to work to overcome any potential barriers to learning in all aspects of school life and thus ensure our overall commitment to be a fully inclusive school.

This plan identifies how the school meets the needs of disabled pupils to ensure compliance with the 2010 Equality Act and the Special Educational Needs and Disabilities Code of Practice 2014.

Legislation

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act.

According to the equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The full, detailed plan is available to all parents free of charge on request and will also be published on the school website.

This plan sets out the proposals of the Governing Body of Packmoor Ormiston Academy to ensure access to education for disabled children in the three areas required by the planning duties:-

- increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services
- improving the delivery of written information to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

The purpose and direction of the school's plan: vision and values

Packmoor Ormiston has high ambitions for all of the children and encourages them to participate and achieve in every aspect of school life.

Through our commitment to equal opportunities and inclusion the school aims to:

- set suitable learning challenges
- respond to children's diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of children.
- encourage an inclusive environment where all pupils have equality of access to the curriculum.
- promote positive attitudes towards disabled persons
- eliminate harassment of disabled persons which is related to their impairments.

Our Academy operates the 'social model' of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model states that it is the world and society that creates barriers that limit or prevented disabled people from enjoying the same opportunities as people who are not disabled. We therefore endeavour to remove wherever possible these disabling barriers to ensure that those with impairments are assured equality of access.

We welcome all children and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all children, including those with a disability.

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The Equality Action plan.
3. The Behaviour Policy.
4. The Special Educational Needs policy.
5. The School Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

Current Range of known Disabilities

The school has children with a range of disabilities recorded on the special needs register, these include moderate to specific learning difficulties, as well as hearing, physical impairment and specific medical needs.

Accessibility Plan 2021 -2024

1. Access to the Curriculum

Through self-review and CPD, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all our pupils. We aim to meet every child's needs within mixed ability, inclusive classes.

Current Position

- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Using specialists (Teachers, Educational Psychologist, Physiotherapists) to support learning and to give pastoral and inclusion support.
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the target setting process.
- Using Pre-Key Stage Standards where appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
- Taking full advantage of the enrichment opportunities available outside school to provide educational visits that are accessible to all pupils.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work, 'mind-friendly' learning strategies (visual/auditory/kinaesthetic).
- Using ability groups to target additional needs, with skilled TAs to support learning.
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities
- Targeted interventions to support emotional well-being.

Ongoing Development

TARGET	STRATEGY	OUTCOME	TIME FRAME
Training to ensure Quality First universal provision. Clear Differentiation. Individual needs met.	Review training needs and requirements in light of staff expertise and specific needs of pupils on the SEND register. Staff access appropriate training. Work closely with SEND and EP services.	All pupils are appropriately supported in order to be able to reach their potential. All children have full and equal access to the curriculum. Teachers and support staff are aware of the relevant issues and can	Ongoing Constantly reviewed in light of changing needs.

		ensure that all groups have equality of access to life preparation learning. The use of other professional partners has a positive impact on pupils progress.	
All out-of-school activities are planned to ensure the participation of a whole range of pupils.	Ensure all out-of-school provision is compliant with legislation. Risk assess all new venues.	All out-of-school activities are conducted in an inclusive environment with providers that comply with current legislative requirements.	As required
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process on individual class basis.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	As required
Ensure staff are trained to support pupils with specific medical conditions.	Update staff training regularly for Asthma, Epilepsy and Diabetes and as required for other specific conditions. Update Medical Conditions Policy annually and ensure Health care plans are kept up to date.	Staff are confident in dealing with pupils with specific medical conditions.	As required
PE curriculum accessible to all.	Clear differentiation with resources used to ensure the appropriate level of support.	All pupils to have access to PE and are able to experience success.	As required
To ensure the school develops pupil's awareness of disability.	Ensure there are some learning resources that show positive role models. Assemblies that focus on positive depictions of disability. Disabled sports awareness and participation.	Pupils have a greater understanding of disabilities, see positive role models and know how best they can support their peers in the setting.	Annually

2. Physical Environment of the School

Current Position

- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users.
- Wheelchair access to all buildings that are used day-to-day.
- 2 disabled car park spaces in front of entrance to the front door of the School.

- Dropped curbs all around packing area.
- Main doors accommodate wheelchair access.
- Ramps to outside classroom doors as required.
- Disabled toilet facilities available with wheelchair access.
- Adapted/specialised furniture provided to meet individual needs.
- Private room spaces to enable confidential meetings to take place with SENCo, staff, support agency staff and parents.
- Space for small group work and individualised work for targeted learners.
- Children’s work is shown to be valued by use in displays around the school.
- The outdoor learning environment is being developed to enhance pupil’s health and well-being.
- ‘Clutter-free’ environment to facilitate easy movement around the buildings.
- Targeted interventions to support emotional well-being.

Ongoing Development

TARGET	STRATEGY	OUTCOME	TIME FRAME
To be aware of the access needs of disabled children, staff, governors and parents, carer disabled children.	Where necessary create access plans on an individual basis.	Everyone has equal access as far a reasonably possible	As required.
To ensure that the Accessibility Plan is an annual agenda item at FGB Meetings.	Accessibility Plan regularly reviewed and updated.	Accessibility Policy is compliant with current legislation.	Annually
Ensure all disabled people can be safely evacuated.	Ensure there is a Personal Emergency Evacuation Plan for all disabled pupils. Disabled people in wheelchairs can be evacuated quickly and easily.	All disabled pupils and staff working with them can safely evacuate the building in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.	Annually Termly Fire Drill
To develop the school grounds to be accessible to all.	When designing outside areas ensure that all areas are accessible. Create new wheelchair friendly pathway up onto fielded outside area.	Where it can be reasonably achieved, the outside environment continues to be accessible for all.	As required during the development of the outside area over the next 3years.
Further development of the building to take equality issues into account. Work with LA and architects when planning modernisations.	All modernisations to be Equality Act compliant.	Where it can be reasonably achieved, the school building continues to be accessible for all.	As required

3. Improving the Delivery of Written Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Current Position

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- School prospectus, newsletters and other information for parents is available on school website.
- Text messaging/E Mails and use of social media to inform parents of events and give other information.

Ongoing Development

TARGET	STRATEGY	OUTCOME	TIME FRAME
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print. School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be easily read.	All parents receive information in a form that they can access.	Ongoing
Ensure the delivery of information in writing in an alternative format where appropriate.	Provide suitably enlarged, clear print for pupils, parents/carers with a visual impairment.	The school will be able to provide written information in different formats when required for individual purposes.	As required
Provide information in other formats for pupils, parents/carers who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible.	Pupils/parents/carers feel supported and included and are able to communicate successfully.	As required
Inclusive discussion of access to information between parent/teacher.	At Parents forum ask parents about preferred formats for accessing information.	Staff aware of preferred methods of communication and parents feel included.	Ongoing