



<b>Policy</b>	Accessibility Plan 2022
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Committee	Date of Ratification	Review Date/term	Staff Responsible	Circulation
Student & Community	Summer 2022	Summer 2024	Assistant Headteacher	Website File Shared staff

The school has a detailed Risk Register which the Governing Body uses to monitor and measure the impact of its decisions as well as informing its planning.

The Risk Register also includes the School's Policy Statement for Risk and Opportunity Management.

To ensure that Risk Management permeates the working of the Governing Body, this policy is referenced in the Risk Register and the committee responsible for the policy should consider the "likeliness" and "impact" level for the appropriate risks.

## **1. Vision statement**

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each student and member of staff who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

At Orleans Park, student achievement is celebrated in a student-centred teaching and learning environment and excellent achievement at school enables students to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all students have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services.
3. Improving information delivery to students with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

## **2. Development and Review**

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The accessibility plan is guided by the principles and procedures in the school's Equal Opportunities Policy. The plan will be on the school website and reviewed every 3 years by the leadership team to ensure it is effective.

### **3. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## 4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Curriculum is subject to ongoing review to ensure it meets the needs of all students and to ensure students continue to make expected progress.</p>	<p>Ensure the effectiveness of the curriculum by updating and adapting the curriculum, policies and procedures to ensure they are accessible to all learners</p> <p>Curriculum resources include examples of people with disabilities.</p>	<p>AHT</p>	<p>Ongoing</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• A lift in both buildings</li> </ul>	<p>There are no access issues.</p>	<p>Continue maintenance of the lift.</p>	<p>Premises Team</p>	<p>Ten months</p>

<p>Improve the delivery of written information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>● Large print resources</li> <li>● Internal signage</li> <li>● Google Classroom</li> </ul> <p>LSAs support students who are unable to read text (visually impaired) to facilitate communication. Assistive technology is available for the above students.</p>	<p>Ensure any assistive technology is regularly reviewed and staff and students are trained to use any equipment.</p>	<p>Liaise with CENMAC re updating and training of assistive technology.</p>	<p>SENCo</p>	<p>June 2022</p>
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## 5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

## 6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equal Opportunities policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

## Appendix 1: Accessibility Checklist

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Access to all storeys	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Premises Team	Ongoing
Corridor access	Corridors are wide	Ensure equipment does not block wheelchairs	Premises Team	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	Premises Team	Ongoing
Parking bays	Disabled parking bays marked	None required	Premises Team	Ongoing
Entrances	Automatic doors	None required	Premises Team	Ongoing
Ramps	In place where needed.	None required	Premises Team	Ongoing
Toilets	Disabled toilets have hoists.	Ensure service every 6 months	Premises Team	Ongoing
Reception area	Accessible to wheelchair users	None required	Premises Team	Ongoing
Emergency escape routes	Evacuation Plan in place	Ensure regular testing of system.	Premises Team	Ongoing