



ACCESSIBILITY PLAN

Review Body: FGB
Type of Policy: Statutory
Review Period: Every three years
Reviewed: October 2022
Next Review: September 2025

Chair of Governors

INTRODUCTION

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

This plan summarises our development priorities in the three areas specified by the Equality Act. The school is also committed to making reasonable adjustments for individual students to ensure all students can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

OBJECTIVES

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

1. Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure compliance with Equalities Act 2010	Staff and Governors informed of requirements and obligations of Single Equalities Act 2010, and of the Accessibility Plan	October 2022	Headteacher	OPGS actions are compliant with the Equalities Act 2010
Identification of SEND at a very early stage.	<p>Close liaison with Primary school</p> <p>Transition meeting with new parents & students</p> <p>Provision maps completed</p> <p>IEP/EHC plans in place</p> <p>SEND register updated</p> <p>A structured and dedicated Year 6-7 transition programme for vulnerable students</p> <p>Specialist advice and guidance to support Post 16 transition</p> <p>Specialist advice and guidance students admitted to the school mid-way through a key stage</p>	<p>July in year preceding new Year 7 & 12 admission</p> <p>During the year for transferring students</p>	<p>SENCO</p> <p>DOS</p> <p>SLG</p>	Strategies in place and environment prepared for students on admission

Effective approach to multi-agency support to achieve consistency	School support closely co-ordinated with outside agencies	On-going	SENCO SLG	Joined up thinking will ensure individual students are fully supported
Increase confidence of staff in differentiating the curriculum for students with a disability	Face to face training for staff in differentiating the curriculum for students with a disability Communicate strategies and updates via email and meetings	Ongoing due to staff turnover and arrival of new students	SENCO SLG	Raised confidence of staff in employing strategies for differentiation and increased pupil participation and outcomes in line with their peers
Ensure that Student Development Support team members have access to specific training on disability issues	Identify training needs and access relevant training Where appropriate obtain specialist advice from other professions (eg speech and language, hearing impaired service) on how to adapt the curriculum and teaching strategies to adopt to support individuals	Ongoing due to arrival of new students	SENCO SLG	All members of the Learning Support Team are fully trained and have the necessary up to date knowledge regarding support strategies for students with additional needs
Ensure all staff are aware of disabled students' curriculum access	Dissemination of information via individual pupil portraits on Teams and email updates. Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback	Ongoing – regular reviews testing for fitness for purpose	SENCO	All staff are aware of individual students' access needs. Students are fully supported across the curriculum.

	Student Development Support provide detailed information, via student Passports, outlining subject specific support to be implemented			
Ensure all staff are aware of resources available for specific students	Ensure all staff are aware of resources available for specific students – via email, meetings with specific teachers and staff INSET	Ongoing due to staff turnover and arrival of new students	SENCO Student Development Support Team	All staff are aware of the availability of resources to support individual students. Resources are made available to students with a disability
Ensure school trips and residential visits are accessible to all	Personalised risk assessments Prior exploratory visit by trip organiser, where deemed necessary Liaison with destination regarding access and necessary support Alternative transport organised where necessary	On-going	SENCO Student Development Support team Trip organiser SLG	All students are able to access school trips and take part in range of activities.
Ensure students with disability can physically access all lessons and examinations	Room changes made for subjects taught in the Tower block to give ground floor access for students with disability Special access arrangements made for internal and external exams	On-going	SENCO Student Development Support Team Support staff	All students with disability are able to access all lessons

2. Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

Targets	Actions	Timescale	Responsibility	Outcomes
<p>School is aware of the access needs of disabled children.</p> <p>School staff are aware of access issues.</p> <p>All building work has considered accessibility guidance.</p>	<p>Create access plans for individual disabled children as part of IEP process</p> <p>Provide information and training on disability equality for all staff.</p> <p>Share accessibility plan with relevant personnel and contractors.</p>	On-going	<p>SENCO</p> <p>Student Development Support Team</p> <p>HT/SLT</p> <p>Governing body</p>	<p>Individual plans in place for all disabled students and all staff aware of all students' access needs.</p> <p>Raised confidence of staff and governors in commitment to meet access needs.</p> <p>On-going improvements in access to all areas when undertaking routine and maintenance works.</p>
Improve access to the reception area	Maintenance of ramps and contrast painting on steps for visual impairment	Annual maintenance	Site team	Disabled parents/carers, students and visitors feel more welcome.
Accessible parking bays by main entrance	Clear marking and signage for disabled parking bay	On-going maintenance	Site team	Parking provision for parents/visitors/students with disability
Ensure all paths are in a good state of repair	Maintenance of paths throughout the site – ensure flagstones are even	On-going maintenance	Site Team	No trip hazards for students, teachers, visitors with a disability
Ensure the site is free of leaves and litter	Regular litter picking and leaf clearance	On-going	Site Team	Litter free site and access points clear of leaves

Improve signage and external access for visually impaired students and visitors	<p>Ensure steps have a contrasting colour</p> <p>Paint contrast stripes on potential obstructing pillars/structures</p>	Annual maintenance	Site team	<p>Visually impaired students and visitors feel safe in the grounds.</p> <p>Access around the site easier for all.</p>
Ensure that all disabled pupils can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plans for all students with a disability</p> <p>Ensure all fire escape routes are suitable for all</p> <p>Put a system in place to ensure all staff are aware of their responsibilities to support disabled pupils in the event of an emergency evacuation</p>		<p>SENCO</p> <p>Student Development Support Team</p> <p>SLG</p>	All disabled staff, students and visitors able to evacuate safely and independently in emergency situations.
Ensure lighting is adequate in all areas of the school	LED lighting has been installed throughout	On-going maintenance	Site Team	Lighting improved for visually impaired students
Ensure all relevant measures are taken for students with specific disabilities that require individual adaptations to the school's physical environment	Take note of recommendations from specialists and respond accordingly	On-going	<p>Site team</p> <p>SENCO</p>	All parts of the school are safe for the student and they can access the full curriculum

Access to disabled toilets	Ensure disabled toilets are fully maintained and accessible	On-going maintenance	Site team	There is access to disabled toilets in all areas of the school
Ensure lift in Centenary building is accessible at all times	Regular maintenance of lift and prompt call-out for repair when malfunctioning 24/7 call out button	On-going	Site Team Contractors	Constant access to floor one and two of Centenary building for teachers, students and visitors with a disability

3. Improving access to information

Targets	Actions	Timescale	Responsibility	Outcomes
Review information to parents/carers to ensure information to parents is accessible to all parents	Current information and invitations sent to all parents are reviewed to judge the language, style, format, and accessibility.	On-going	SLG	All parents can access information Information is read Parents/carers feel that school is an approachable supportive institution.
Ensure all parents/carers can access Edulink/email	Check information from parents. Ensure hard copies are sent to parents without access to IT Provide individual guidance for parents where necessary	On-going	SLG Admin staff DOS	All parents have access to information and monitoring
Inclusive discussion of access to information in all annual reviews		On-going	SLG SENCO	All parents fully informed

	Ask parents/carers and children about access to information and preferred formats in all reviews		DOS	
Students to become more aware of their own learning and access needs	Encourage students to express their access and learning needs	On-going	SENCO Student Development Support Team Teachers DOS	Students are able to articulate their access and learning needs. Students' needs are fully met
Raise awareness of the students regarding disabilities of members of their peer group	Where appropriate speak to the relevant tutor group so that they can work with disabled students in a safe and supportive manner	On-going	SENCO Student Development Support Team DOS	Students with a disability feel safe and are well-integrated into their tutor group

The monitoring of the action plan will be on-going and reviewed every three years

