



Open Academy

Accessibility Plan

**NB. This policy needs each Academy to complete its own
Accessibility Action Plan**

Policy Type:	LGB Policy
Approved By:	DNEAT Trust Board
Approval Date:	December 2015
Date Adopted by LGB:	12 July 2018 – Action Plan Dec 19
Review Date:	December 2018
Person Responsible:	DNEAT Operations Manager

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change

Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies whether relating to an individual Academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Mission Statement/Vision by:

Continuing to improve all aspects of the physical environment of the Academy site and other resources so that all disabled students can take full advantage of the education and associated opportunities provided by the Academy.

Definition (Equality Act 2010)

"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"

Introduction

The Local Governing Body (LGB) of Open Academy has three key duties towards disabled students, under the Equalities Act 2010:

- 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

The LGB aims to ensure that the Academy premises are fit to teach in, by provision of adequate management for the funding, maintenance and review for the upkeep of the fabric of the Academy.

The purpose and direction of Open Academy's plan: vision and values

We are a fully inclusive Academy serving the needs of the local community. We want all our students to develop their intellectual, spiritual, and creative talents. Through recognising and encouraging the successes and achievements of our students we want them to develop positive self-esteem. We want all our students to value and respect the rights and opinions of others. We are proud of being known as a caring institution with a strong sense of community and we strive to ensure we are fully inclusive. We will continue to regularly review our provision to make certain all our students can access the full curriculum.

Integration

It is very important to us as a learning community that all our students with Special Educational Needs or Disabilities (SEND) are integrated in as much of the whole Academy's curricular and extra- curricular learning as is practically possible. All staff who teach SEND students receive regular training and up-dated information about the specific students needs.

This plan sets out the proposals of the Local Governing Body of Open Academy to increase access to education for disabled students in the three areas:

1. Increasing the extent to which disabled students can participate in our curriculum
2. Improving the environment to increase the extent to which disabled students can take advantage of the facilities
3. Ensuring that disabled students are provided with the appropriate sources of information so that they are not disadvantaged.

Summary of actions currently undertaken across the three priority areas

1. Increasing the extent to which disabled students can participate in the curriculum

- Timetables/class organisation are sympathetically reviewed to ensure that students with disabilities are not scheduled in unsuitable rooms. At social times, disabled students are fully integrated and also regularly invite their friends to supported areas.
- The modern design of the building allows students who use wheelchairs access to all areas.
- The Academy is equipped with height adjustable furniture and other aids to ensure all students can participate fully in the curriculum.
- Laptops are currently available for use by some students who require support.
- The Medical Needs Service is accessed for students who are unable to attend the Academy through longer-term ill-health and close liaison takes place between pastoral, tutor, medics and SENCO, as appropriate. Work is set by their teacher and some sessions take place in the Academy to facilitate a smooth transition back into the Academy.

2. Improving the physical environment of to increase the extent to which disabled students can take advantage of education and associated services:

- The Open Academy has been designed with strong primary colours that allow students to orienteer themselves more easily and visualise groups of classes and different Faculties. Subject areas requiring additional Health and Safety considerations are placed on the Ground floor.
- There is a lift available that can access all areas and students who need to use it are allocated a lift pass with the permission of a buddy to accompany them.
- Lighting is facilitated by blinds and adaptations of colour when using technology. It is an area that continues to be improved.
- Specific adaptations to door frames such as, colour or highlighted areas that need additional markings are reviewed regularly to meet the needs of our disabled students.
- Disabled toilets area available on all floors and additional changing areas for PE.

3. Improving the delivery to disabled students of information that is provided in writing for students who are not disabled:

- Teachers are informed of recommendations by the Sensory Support Service of appropriate font sizes on power points and printed materials, required for our disabled learners.
- Coloured overlays are provided as required.
- Kindles are provided for our disabled students and materials requested by the library in larger print, if desired.

It is a requirement that the Open Academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how Open Academy will address the priority areas identified above.

Views of those consulted during the development of the plan

All sections of the community are being involved in the development of this accessibility plan. The SEND coordinator has been consulted about very specific details of the provision. All students with an Education, Health and Care Plan (formerly a statement of educational need) have an annual review where students and parents/carers are consulted about the provision offered and are able to contribute evaluative commentary.

There is regular liaison with the Sensory Support team so that visually impaired children and the students with impaired hearing are well supported.

Parents/carers visit the Academy prior to admission which also helps us with our planning and information gathering.

Management, coordination and implementation

The coordination of our plan will be led through the Finance and Resources committee who have oversight of our site and all facilities. The Principal is responsible for its implementation.

Getting hold of the plan

Hard copies of our accessibility plan will be available upon request within ten working days and a copy made available on the Academy website. The Academy prospectus will make reference to the Accessibility Plan.

Monitoring the plan

The Plan will be monitored through the Finance, Resources and Personnel committee of the LGB. The Plan may be monitored by Ofsted by part of their inspection cycle and by the DNEAT Multi Academy Trust by part of their Quality Assurance procedures.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Impact Assessment

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled students, staff and parents.

The main mechanism by which Open Academy will assess the impact of the current policies will be by bringing together:

- a) The issues identified through the involvement of disabled students, staff and parents; and
- b) The information that is held regarding disabled students, staff and parents.

During the lifetime of the scheme there will be regular assessment of the impact on disabled people of the current policies. Disabled people will be involved in prioritising needs. Impact assessment will be incorporated into planned review and revision of existing policies and into the process of developing new policies.

Policy Review

This accessibility plan will be kept under review in order to keep it in line with relevant legislation; a full review will take place every three years.

Links to Other Policies

- Special Educational Needs and Disability Policy

ACTION PLAN

Aim	Actions	Timescale	Responsibilities	Success Criteria
To liaise with feeder schools to prepare for new intake each year	To identify pupils who may need adapted or additional provision	April to July annually	Vice Principal SENDCO	Provision in place ready for when child/ren start
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT and Governors	All policies clearly reflect inclusive practice and procedure
To accommodate individual needs as they arise	Devise a personalised programme and action plan to meet the needs of the individual	Ongoing	SLT/SENDCO/Premises Team	Student is able to continue to access full curriculum
To include students with a disability, medical condition or other access need as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	Create personalised risk assessments and access plans for individual students. Ensure that actions, including emergency evacuation procedures are clear and staff are capable of carrying them out.	Ongoing	SLT, SENDCO and all teaching staff, extra-curricular service providers and education visit settings.	All students are able to participate in any activity
To ensure reasonable adjustments are made for parents with a disability, medical condition or other access need so they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	All staff	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education