Cliff Park Ormiston Academy

Accessibility Plan

Date adopted: September 2020   **Next review date:** September 2023

Policy Version Control	
Policy prepared by	OAT Mandatory Policy
Responsible committee	LGB
Description of changes from the model policy (if any)	Academy produced policy
Signed	

[OAT]
Ormiston Academies Trust
ACHIEVING MORE TOGETHER

Cliff Park
ORMISTON ACADEMY

EQUALITY

Welcome to Cliff Park Ormiston Academy.

RESPECT

You should be treated with respect. This includes respect for your race, culture, values and beliefs, gender, disability, sexual orientation, transgender identity, as well as your right to privacy.

COMMUNICATION

You have the right to be listened to and to receive information relevant to your child's education. You can ask any questions to help you to be fully informed. When it is necessary and practicable an interpreter will be made available.

SUPPORT

You have the right to have someone with you to give you support in most circumstances.

COMPLAINTS

It is OK to complain – your comments help us to improve our service.

If you need help with anything, including health issues, a disability or free school meals etc., you should speak to a member of the academy staff.

DISCOVER   CREATE   THRIVE   ACHIEVE

[OAT]
AN OAT ACADEMY

Statement of intent

This plan outlines the proposals of the governing body of Cliff Park Ormiston Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the academy curriculum.
- Improving the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

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.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Principal and other relevant members of staff
- Governors
- External partners

Signed by:

_____ Principal   Date: _____

_____ Chair of governors Date: _____

Next review date:
_____

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our academy offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Curriculum resources to include examples of people with disabilities. Ensure access to all rooms within the academy are accessible Enrichment activities are tailored to ensure 'access for all' Ensure SEND and PP students have access to trips/leadership opportunities through targeted intervention.	SoW development – resources to be explored and suggestions discussed. Ongoing building plans to incorporate accessibility plans for all students. Audit and review of enrichment activities, including questionnaire. Targeted recruitment/invitation for leadership/trips. Database to be updated tracking student engagement.	SSO DCO/SSO MWA PMY/MWA SSO/LCA	Termly Ongoing (see building plan) December 2021 Termly review	An increase in the positive representation of disabilities within SoW Students able to access all areas of academy. Enrichment activities are tailored to all student needs. Measurable increase in participation of SEND and PP as a percentage.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • TA support (when necessary)	To ensure all areas of the academy are accessible to all students and that all students are able to access equipment/ machinery etc.	Current build works to explore accessibility plans for new LRC. Lower benching for science and other practical subjects to be explored.	DCO/SSO	September 2021	A new building facility that is accessible to all.
Improve the delivery of Information to pupils with a disability	Our academy uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources	To ensure all students are able to access information within the academy and be active learners/participants within lessons.	Explore the use of induction loops within classrooms as part of build program. Review use of signage to include pictorial representation of key areas. Ensure that information is translated for EAL students and parents. To ensure the website includes 'translate' facility.	DCO/SSO DCO/SSO SENCO SSO	July 2022 December 2021 Ongoing Ongoing	Students with hearing impairment are able to access lessons. All key signage is accompanied with visual representation. Resources translated. Website available to all students/parents, regardless of mother language.