



Ormiston Herman Academy



Accessibility Policy and Plan

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1. Policy statement and principles

1.1 Inclusion and Equality Statement

Ormiston Herman Academy values all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 Definition of Disability

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

Our plans and policy reflect the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy.

1.3 Complaints

All complaints are dealt with under the **OAT Complaints Policy**.

Complaints should be made in writing to the Academy in the first instance and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

The outcome of the complaint will be communicated in writing.

1.4 Monitoring and review

This policy will be reviewed annually or in the following circumstances:

- changes in legislation and / or government guidance
- as a result of any other significant change or event
- in the event that the policy is determined not to be effective

If there are urgent concerns these should be raised to the Principal, in the first instance for them to determine whether a review of the policy is required in advance of the review date.

2. Contextual Information

The academy is a two-storey building which has disabled facilities and toilets on both floors. Wheelchair access is available into the main building and there is access to a disabled toilet near to the pupil entrance area. There is disabled parking on site. All areas of the school grounds are accessible to wheelchair users.

This action plan attached sets out the proposals of Ormiston Herman Academy to increase access to education for disabled pupils in the three key areas identified below as required by the planning duties in the DDA:

- promote opportunities for disabled pupils to participate in the *academy curriculum*;
- develop the *environment* of the academy to ensure that disabled pupils can take advantage of education and associated services;
- ensure that *information* is provided in appropriate formats for disabled pupils so that they are not disadvantaged.

We intend to implement the general duty by actively reviewing all our policies, procedures and planned access improvements to remove barriers that result in greater recruitment and retention of disabled staff and greater participation of disabled pupils, disabled parents and community members.

It is also a requirement that the academy's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The action plan also demonstrates how the academy will address the priorities identified.

The following plan should be read in conjunction with the following academy policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Disability Equality Scheme
- Health and Safety Policy
- Special Needs and Disabilities (SEND) policy
- Behaviour policy
- Academy Development Plan
- Academy brochure

The action plan is to all stakeholders of the academy.

Accessibility Plan 2024 - 2027

Target	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Equality and Inclusion					
To ensure that the Accessibility Plan becomes an annual agenda on the Curriculum and Standards committee.	Clerk to Governors to add to the agenda for the Curriculum and Standards committee.	Adhere to legislation.	Annually	SLT / Governors	SLT
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of staff as appropriate.	Whole-academy community aware of issues.	Ongoing	SLT	SLT
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Ongoing	SLT	SLT
Physical Environment					
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	<p>Audit of accessibility of school buildings and grounds by SLT, Premises Manager and Finance and Committee.</p> <p>Suggest actions and implement as budget allows termly check on effectiveness of fire evacuation procedures to ensure they meet all needs.</p> <p>Review evacuation plans following building works.</p> <p>Termly check on Personal Emergency Evacuation Plans (PEEP) – staff or pupil.</p> <p>Annual review of Fire and Safety signage by Premises Manager.</p>	<p>Modifications will be made to the school building to improve access.</p> <p>Feedback to staff with any concerns or updates.</p> <p>PEEPs are reviewed as individual needs change.</p>	Ongoing	SLT and Site Manager	SLT / Governors

Curriculum					
To continue to train support staff to enable them to meet the needs of children with a range of SEND.	SEND Lead to review the needs of children and provide training for staff as required.	Teachers and TAs are able to enable all children to access the curriculum equally.	Ongoing	SEND Lead / SLT	SEND lead / SLT
Review the PE curriculum to ensure PE is accessible to all pupils.	Review PE curriculum to include disability sports.	All pupils have access to PE and can excel.			
To provide specialist equipment to promote participation in learning by all pupils including play times.	Assess the needs of the children in each class and provide equipment as needed e.g. headphones, writing slopes etc.	Children will develop independent learning skills and feel able to participate equally in the life of the academy.	Termly	PE Lead	SEND lead / SLT
To meet the needs of individuals during statutory end of KS1/ KS2 tests.	Children will be assessed, in accordance with regular classroom practice, additional time and additional resource requirements.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	Year 1/2/6	SLT
To ensure that all children are able to access all out- of-school activities e.g. clubs, trips, residential etc.	Review out-of-school provision to ensure compliance and legislation.	All external providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Ongoing	SLT / Enrichment	SLT
Written / Other information					
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	Administration / SLT	SLT
To ensure that parents who are unable to attend school, because of a disability access to parent's evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	Teachers	SLT