ACCESSIBILITY PLAN

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Document History			
Version	**Date**	**Author**	**Note of revisions**
V1	Oct 2016	K. Bradford	Original document
V2	Dec 2017	L. Devine; J. Holmes	Meaning of 'substantial' added to Accessibility Strategy. Special Educational Needs and Disability Regulations 2010 amended to 2014.
V3	January 2019	L. Devine	Admission Policy wording changed to Local Authority Admission Policy Local Authority Formal Consultation documentation for students with an EHCP added Improve access to the curriculum now includes: Ensure risk assessments and Individual Health Care Plans are in place for students

Outwood Grange Academies Trust Accessibility Plan

Vision and Values

Outwood Grange Academies Trust has high ambitions for all its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of academy life. The academy strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

In terms of access, Outwood Grange Academies Trust aims to:

- Improve the achievement of students and children
- Improve the quality of teaching and learning (including behaviour and safety of students and children)
- Improve the quality of leadership and management

Accessibility Strategy

This statement sets out the ways in which Outwood Grange Academies Trust provides access to education for students with a disability.

A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)
- In the Equality Act (2010) 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months

Outwood Grange Academies Trust's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010).

- Accessibility is addressed under the following headings:
- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Students and Parents
- Admissions

The Board of Outwood Grange Academies Trust support the Equality Act (2010); Disability Responsibilities related to the Children & Families Act (2014); Special Educational Needs and Disability Regulations (2014)). The Trust are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided. The Trust will review access to the physical environment of all of its academies for students with disabilities.

Evacuation Procedures

Each academy will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the student and parents/carers and

will be in the student's Special Educational Needs (SEN) file. Students who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the academy, transition within the academy or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

The Trust's Information Communication Technology (ICT) network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia and/or reading difficulties.

In constructing the academy's timetable, the Trust will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. The academy will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment and approval. Equal access to the curriculum is provided by quality first teaching in the classroom.

Students at our academies have always been able to participate fully in the wide range of extracurricular activities offered consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities
- Excursions and trips

The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance.

Information for Parents and Students

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEN(D) Policy). Large print format materials can be made available.

If either student or parents have difficulty accessing information normally provided in writing by the academy as worksheets, homework or newsletters then the academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.

- Local Authority Admissions Policy
- Local Authority Formal Consultation documentation for students with an EHCP
- SEND Policy
- Equality and Diversity Policy

All other policies will acknowledge the requirements of the policy.

Improving Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
Access: To be aware of the access needs of all students/children, staff, governors and parents/carers Ensure all staff & governors and other volunteers / visitors to the academy are aware of access issues	Gather data around access needs at the point of transition process from year 6 or, at the very least, when a child begins at the academy Create access plans for individuals as required Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy. Include the accessibility plan as part of induction	Annually or as required September (annually) As required		Individual, relevant and current information is gathered and shared as required so that all needs are met.
Ensure everyone has access	Ensure that nothing is preventing access for all	Daily check to ensure the entrance area is clear of obstructions	Reception staff	All visitors feel welcome.
Maintain safe access for all	Check exterior lighting is working on a regular basis	Ongoing checks – 3 monthly		Everyone feels safe and can gain access safely into the school grounds

Exits: Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.	As required		All students and staff working with them are safe
Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties.	Daily		All personnel and students have safe independent exits from academy
Ensure that the building remains fully accessible and compliant in line with the Equality Act (2010)	Ensure that any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g. ramps, visual alarms etc.	As works are undertaken		That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors

Improve access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check		Compliant website
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, email, student-post. Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs.	Ongoing		All parents/carers become aware of alternatives available and how these can be accessed

	Check that correspondence sent home is accessible in relation to reading ability language etc.			
Ensure information in all SEN/D Reviews is accessible to all parties	Provide a choice of formats for student's parents/carers to provide views on Reviews	Ongoing		Parents/carers have choices about how they are communicated with and how they provide their points of view.

Improve access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all.	Consider the needs of all students in the academy when planning lessons and adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those children with general and specific learning difficulties Ensure all staff have access to the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs	As required in response to student need	All staff	All students access fully the curriculum provided through quality first teaching Structured conversations as appropriate with parents/carers

	Ensure risk assessments and Individual Health Care Plans are in place for students			
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with Speech Therapy Service.	As required in response to student need		Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops (where available) and support the use of prescribed devices, such as the Rodger Pen. TA support as required.	As required in response to student need		Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with visual impairment	Child faces board, glasses worn. Modified print.	As required in response to student need		Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in academy. Supervised access to lifts. Early exit from classes. Direct access	TA support as required		Children are able to access all activities.

	to server at lunch time, Regular visits from Physio			
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations.	TA as required.		Progress confirmed by teacher assessment and achieving targets.
Ensure teaching and learning methods, and the environment support children with ASD	Layout of classroom, classroom strategies, ensuring the student is prepared for change (e.g.; timetable changes, exam or assessment dates given etc.), using clear unambiguous language (e.g., avoid using sarcasm or using idioms, using clear, concise instructions	As required in response to student need		Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	Individual Health Care Plan to be followed. Accessibility of medication. Awareness of staff when planning DT, PE, Science activities.	Awareness for the subject specific lessons and PE		Children able to access the activities.
Necessary provision is in place to allow all students to access extra-curricular opportunities	Pre preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc. Risk assessments to be in place for student/s visits and any residential where appropriate	As required in response to student need		All students access fully the curriculum provided

To improve literacy and numeracy levels of students achieving below age expectations	Identify students who require additional support through RAGs. Provide appropriate interventions.	Weekly		Enhanced student progress shown in Praising Stars
Ensure all students can access public examinations and statutory assessments	Approved access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc. Ensuring that there is evidence of the student's normal way of working in the classroom that comply with JCQ regulations.	For all exam/ assessment series		All students that have approved access arrangements can fully access all exams and statutory assessments