



Accessibility Plan

Ormiston Horizon Academy

Statement of intent

This plan outlines the proposals of the governing body of Ormiston Horizon 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: _____

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

| | Issue | What | Who | When | Outcome criteria | Review |
|-------------|--|--|--|---------------------|---|-------------|
| Short term | Staff members do not know whether the curriculum is accessible. | Audit of staff training needs on curriculum access | Principal/ teachers/SENCO JPM/JEA | Spring 2022 | Management and teaching staff are aware of the accessibility gaps in the curriculum | Autumn 2022 |
| | Some Staff members do not have the skills to support pupils with SEND | INSET provided to staff members | Principal/ External advisors/SENCO JPM | Ongoing through CPD | Staff members have the skills to support children with SEND | Autumn 2022 |
| Medium term | Ensure that all academy trips and residential activities are accessible to all | Needs of children with SEND incorporated into planning process | Teachers/SENCO JPM/JEA/PEL | Autumn 2021 | Planning of academy trips takes into account children with disabilities | Summer 2022 |

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| <p>Long term</p> | <p>Improve links with local special school to improve understanding of the curriculum</p> | <p>Organise opportunities for staff to observe the curriculum at local special schools</p> | <p>Teachers/SENCO JPM</p> | <p>Autumn 2021</p> | <p>Increase confidence of staff in developing their Curriculum Areas' accessibility</p> | <p>Autumn 2022</p> |
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Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

| | Issue | What | Who | When | Outcome | Review |
|--------------------|--|--|--|-------------|---|-------------|
| Short term | Need to be aware of the access needs of disabled, students, staff and visitors | Create access plans on an individual basis where necessary | SENCO/VP | Ongoing | Everyone has equal access as far as reasonably possible | As required |
| | Ensure all disabled people can be safely evacuated | Provide training to staff – use of Evac Chairs | VP / Site Manager | Autumn 2021 | All disabled students, staff and visitors can safely evacuate the building in the event of an emergency | Summer 2022 |
| Medium term | Transition arrangements | Liaise with Primary Schools | SENCO JPM/JEA / Head of Transition KDD | Spring 2022 | More detailed information about students and the information is provided earlier | Summer 2022 |

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| <p>Long term</p> | <p>Ensure all fire escape routes are suitable for all</p> | <p>Request advice from OAT H&S Advisor on accessibility of exit routes and fire doors</p> | <p>Site Manager</p> | <p>Autumn 2021</p> | <p>All disabled students, staff and visitors to have a safe independent way out in emergency situations</p> | <p>Summer 2022</p> |
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Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

| | Issue | What | Who | When | Outcome criteria | Review |
|--------------------|---|---|------------------------------------|-------------|---|-------------|
| Short term | Review information to parents/carers to ensure it is accessible | Provide information and letters in clear print (Arial 12). The academy office will support and help parents to access information. | Office Manager NPM | Ongoing | All parents/carers receive information in a form that they can access | Ongoing |
| Medium term | To ensure a smooth transition between Y6 and Y7 | To meet with the feeder primary schools and devise strategies to ensure a smooth transition. Y6 week Y6 open evening | SENCO JPM / KDD Head of Transition | Autumn 2021 | Parents/carers are more confident about the transition to Secondary. Information is given to parents/carers in different formats | Autumn 2022 |



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| <p>Long term</p> | <p>Reading difficulties of parents/carers</p> | <p>Parents/carers who have difficulty reading have face to face meetings.</p> <p>Identify parents/carers reluctant to contact the academy</p> | <p>SENCO JPM</p> | <p>Autumn 2021</p> | <p>Parents/carers feel confident to request these meetings. Help with form filling, etc.</p> | <p>Summer 2022</p> |
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