



ACCESSIBILITY PLAN

Control table	
Title:	Accessibility Plan
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History		
Date	Author	Note of revisions
October 2016	K. Bradford	Original document
December 2017	L. Devine; J. Holmes	Meaning of 'substantial' added to Accessibility Strategy. Special Educational Needs and Disability Regulations 2010 amended to 2014.

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Outwood Grange Academies Trust Accessibility Plan

Values

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

Therefore, Outwood Grange Academies Trust aims to:

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

Accessibility Strategy

This strategy sets out the ways in which Outwood Grange Academies Trust provides access to education for students with 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 (Equalities Act (2010) 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last for a long period)

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
- Complaints Procedures

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

Evacuation Procedures

The Trust 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 with an evacuation difficulty may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be developed for students with additional needs/disabilities.

Access: Teaching, Learning and Assessment

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

Information Communication Technology (ICT) network can provide access to students in a variety of locations. Effectively, ICT can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources are available to meet individual needs. A range of software is available to support students with dyslexia and/or reading difficulties.

When planning the academy's timetable, the Trust will give sympathetic consideration to individual needs. Also, furniture and the classroom used can be altered to facilitate access and learning. The academy will assess a student's needs

ess arrangements. This will include both internal assessment procedures and external assessment and approval. E
n is provided by quality first teaching in the classroom.

ur academies have always been able to participate fully in the wide range of extra-curricular activities offered consis
posed of any disability. This has included:

or Education

and PE

and Performing Arts Productions

chool and Holiday Clubs and activities

ions and trips

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

or Parents and Students

utinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEN(D)
aterials can be made available.

ent or parents have difficulty accessing information normally provided in writing by the academy as worksheets,
en the academy will be happy to consider alternative forms of provision.

policy documents are relevant to the general issue of accessibility.

sions Policy

Policy

ty and Diversity Policy

ies will acknowledge the requirements of the policy.

	Strategies	Timescale	Responsibility	Success Criteria
ss re	<p>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</p> <p>Create access plans for individuals as required</p> <p>Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy.</p> <p>Include the accessibility plan as part of induction</p>	<p>Annually or as required</p> <p>September (annually)</p> <p>As required</p>		Individual, relevant and is gathered and shared needs are met.
	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
	Check exterior lighting is working on a regular basis	Ongoing checks – 3 monthly		Everyone feels safe and safely into the school grounds

	Ensure there is a personal emergency evacuation plan for all disabled pupils.	As required		All students and staff w safe
Staff	Ensure staff are fully trained and aware of their duties.	Daily		All personnel and stude independent exits from
Building	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 travelled by all staff, stu parents/carers, visitors

Information

	Strategies	Timescale	Responsibility	Success Criteria
Website	Annual Website audit undertaken	Annual check		Compliant website
Communication	Using a variety of formats for communication, including text, email, student-post. Ensure all parents/carers are aware that the academy can provide	Ongoing		All parents/carers alternatives available & accessed

<p>communication in large text, via telephone/meetings to meet needs.</p> <p>Check that correspondence sent home is accessible in relation to reading ability language etc.</p>			
<p>Provide a choice of formats for student's parents/carers to provide views on Reviews</p>	Ongoing		<p>Parents/carers have chosen how they are communicated with and provide their points of view</p>

Curriculum

	Strategies	Timescale	Responsibility	Success Criteria
	<p>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.</p> <ul style="list-style-type: none"> - With consideration for those children with general and specific learning difficulties <p>Ensure all staff have access to the inclusion data of students for whom they teach to ensure they</p>	<p>As required in response to student need</p>	<p>All staff</p>	<p>All students access full range of resources provided through quality differentiated resources</p> <p>Structured conversations with parents/carers</p>

can plan and deliver to meet their needs			
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 formal assessment
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 formal assessment
Child faces board, glasses worn. Modified print.	As required in response to student need		Progress confirmed by formal assessment
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 to server at lunch time, Regular	TA support as required		Children are able to ac

	visits from Physio			
	Layout of classroom, time out, clear targets, clear behavioural expectations.	TA as required.		Progress confirmed by and achieving targets.
1e	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 formal assessment
	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 acces
ts r	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	As required in response to student need		All students access ful provided

	residential where appropriate			
/	Identify students who require additional support through RAGs. Provide appropriate interventions.	Weekly		Enhanced student pro Stars
	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 arrangements can full statutory assessments