

ACCESSIBILITY PLAN

LGB Date of Ratification	6 July 2020
Review Interval	Yearly
Date of Last Review	1 July 2019
Owner & Attached Governor	Sophie Mcfarlane/Richard Messenger & David Murphy



ACCESSIBILITY PLAN

We have high expectations of all our pupils and expect those with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting the individuality of all our children, regardless of difference

Purpose of Plan

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how North Oxfordshire Academy intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access Plan.

Definition of Disability

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have a statement/Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make "reasonable adjustments" to their policies, procedures and practice to accommodate pupils with disability in school life.

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The three key areas for the Access Plan are:

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

North Oxfordshire Academy has been in its current location since 1968 with a refurbishment carried out in 2007. The Academy's main teaching area consists of an easily accessible building. Disability parking bays are sited within easy access of the main reception. The building contains 3 wings around a central courtyard over 3 floors, has lift access and generally is accessible to wheelchair users. Lavatories for disabled users are on all floors with additional toilets located covering all areas. 3 sets of automatic doors have been sited to aid access internally to the SEN teaching area.

The Academy has a separate sports hall and gym area with all teaching areas on the ground floor. Female changing facilities are sited on the first floor, when required, alternative changing facilities are made available. There are two playing fields with the furthest about 200yards away from the sports facilities. The areas have access straight from the pavements or up shallow all weather slopes. There are two hard court areas along with a fully floodlit easy accessible Astro turf pitch and all weather athletics track adjacent.

SEN Specialisms and Special Facilities

- Our Inclusion staff are dedicated and, in the main, experienced teachers and TAs.
- Additional training for teachers and TAs is made available when necessary and appropriate, particularly specialist training to meet the specific needs of an individual student.



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<p>Communication and Interaction (C&I)</p> <ul style="list-style-type: none"> • Autism and Asperger's (ASC) • Attention Deficit Disorder (ADD) • Speech, Language and communication needs (SLCN) • Extremes of Anxiety. 	<p>Social, Emotional and Mental Health (SEMH)</p> <ul style="list-style-type: none"> • Attention Deficit Hyper activity Disorder (ADHD) • Tick Disorders (Previously Tourettes)
<p>Sensory and Physical needs: (S&P)</p> <ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing Impairment (HI) • Physical Disability (PD) 	<p>Cognition and Learning (C&L)</p> <ul style="list-style-type: none"> • Dyslexia • Dyscalculia • Dysgraphia • Developmental Co-ordination Disorder or Dyspraxia

- Some specialist resources are available in the Intervention base and in lessons. Computer software is available for SEN students.
- The academy has Specialist Teaching Assistants (Numeracy, Cognition and Learning, EAL and Sensory and Physical) and several HLTAs.
- The academy has improved physical access and most areas of the site now have wheelchair access.

Current Range of Known Disabilities

At present we have no wheelchair dependent pupils, parents or members of staff.

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties. Most children on the SEN register receive support for cognition and learning need or support for their social emotional and mental health.

We have a small number of pupils and parents who have visual, hearing and physical impairments.

Action plan 2016-2019

Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum

At North Oxfordshire Academy we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. Teachers at North Oxfordshire Academy plan and deliver outstanding lessons. Planning is differentiated to take into account individual/group needs of all pupils,

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including those with disabilities. High expectations are evident throughout all curriculum areas. All teachers and teaching assistants have the regular and relevant training to enable them to teach and support pupils with a variety of disabilities.

All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
Ensure the school curriculum is fully accessible to all pupils including those with a disability.	Train all English, Maths and science staff in how to use the evac chair. We have three students in the school who will require this in the case of a fire.	September 2020	SENCO/Principal	List of fully trained staff available to SENCO
	Set up a system of individual access plans for disabled pupils when required. Ensure all staff are aware of disabled children's curriculum access.	Autumn 2020 and ongoing adaptations as required.		Disability and medical records are up to date for current school population and parents and appropriate provision and adjustments are in place where necessary.
	Increase confidence of all staff in differentiating the curriculum through relevant CPD and specialist input	Ongoing and as required.		All staff aware of individuals needs and plans as appropriate.
	Ensure classroom support staff have specific training on disability issues	Training programme to be devised annually.		Raised staff confidence in strategies for differentiation and increased pupil participation and progress. Lesson observations demonstrate improved
	Make sure necessary software is installed where needed and appropriate training			



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	given. Use ICT software to support learning			skills in using a range of strategies to support children's needs. Wider use of SEN resources in classrooms
Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.	Carry out audit of clubs attended, trips and visits by disabled pupils. Involvement in school community and wider school life (School Council etc.) Designated TAs are used to support an individual's SEND needs (after school clubs, playtimes)	Autumn 2020	Senco All staff	Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times. Disabled pupils feel safe and well supported as an active member of school life.

Action 2: Improving the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals. In order to ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.	To create access plans for individual disabled pupils as part of the SEN Profile process when required Be aware of staff, governors and parents	Beginning of the academic year. Ongoing.	SENCO/ Principal	All staff, parents, pupils and governors feel confident their needs are met at school. Parents have full access to all school activities.



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<p>To ensure that the physical and visual environment is engaging, informative and suitable for all</p> <p>Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.</p>	<p>access needs and meet as appropriate.</p> <p>The school to consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication</p> <p>Evac chairs should be in place with trained Staff to operate Chairs. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.</p>	<p>Ongoing.</p> <p>Beginning of the academic year.</p>	<p>SENCO/ Site Manager</p>	<p>All pupils</p> <p>Visually impaired people feel safe and confident to access and negotiate the school grounds.</p> <p>All disabled/SEN pupils and staff working alongside them are safe in the event of a fire. All fire drills are successful and children are evacuated efficiently</p>
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Action 3: Improving access to information for disabled pupils/parents

As a school we plan to make written information available to pupils, parents and staff with disabilities in a way that makes it accessible to them. The school identifies agencies and sources of materials and resources in order to be able to make the provision when required. The schools ICT infrastructure enables us to access a range of materials supportive to need. Staff share information with pupils with disabilities and/or SEN in a variety of ways including, face to face discussion, simplified and modified language, use of symbols, pictures or signs.

In planning to make written information available the school will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.



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Target / Aim	Actions	Time-scale	Responsibility	Success Criteria / Outcomes
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and clear, simplified English.	Ongoing	School Office/ all staff	All parents receive information in a form that they can access.
	Meetings with parents include a mixture of communication methods.	Ongoing	School Office	All parents receive the necessary support in completing forms and accessing information.
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Beginning of academic year	Principal/ Website manager	All parents understand what are the headlines of the school information
	Increase the variety of ways parents can access communication from school e.g. text messages and twitter updates	Ongoing	Principal/ Website manager	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO	Staff feel confident to produce their own information/documents that follow these guidelines
Annual review information to be as accessible as possible	Develop child friendly profile review formats	Autumn term 2020	SENCO	Staff are more aware of pupils preferred method of communications and use these in class

Plan agreed: _____

Plan Review: _____

Lead member of staff:



North Oxfordshire Academy

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