



ACHIEVING MORE TOGETHER

Accessibility Plan

Ormiston Horizon Academy

Policy type	Statutory, OHA template
Author	Julie Marsh
Approved by	OHA Governing Body
Release date	August 2020
Next release date	August 2021
Description of Changes	

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.

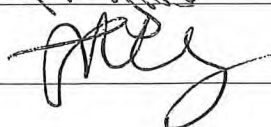
The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Principal and other relevant members of staff
- Governors
- External partners

Signed by:


Principal

Date: 9/11/20


Chair of governors

Date: 6/11/20

Next review date: August 2021

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 2020	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2020
	Some Staff members do not have the skills to support pupils with SEND	INSET provided to staff members	Principal/ External advisors/SENCO JPM	Spring 2020	Staff members have the skills to support children with SEND	Autumn 2020
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	Autumn 2020	Planning of academy trips takes into account children with disabilities	Summer 2020
Long term	Improve links with local special school to improve understanding of the curriculum	Organise opportunities for staff to observe the curriculum at local special schools	Teachers/SENCO JPM	Autumn 2020	Increase confidence of staff in developing their curriculum areas accessibility	Autumn 2021

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/MP	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	Spring 2020	All disabled students, staff and visitors can safely evacuate the building in the event of an emergency	Spring 2021
Medium term	Transition arrangements	Liaise with Primary Schools	SENCO JPM/JEA / Head of Transition KDD	Summer 2020	More detailed information about students and the information is provided earlier	Autumn 2020
Long term	Ensure all fire escape routes are suitable for all	Request advice from OAT H&S Advisor on accessibility of exit routes and fire doors	Site Manager	Summer 2020	All disabled students, staff and visitors to have a safe independent way out in emergency situations	Summer 2021

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	SENCO JPM/JEA /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	Summer 2020	Parents/carers are more confident about the transition to Secondary. Information is given to parents/carers in different formats	Autumn 2020
Long term	Reading difficulties of parents/carers	Parents/carers who have difficulty reading have face to face meetings. Identify parents/carers reluctant to contact the academy	SENCO JPM	Autumn 2020	Parents/carers feel confident to request these meetings. Help with form filling, etc.	Summer 2021