



OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

Accessibility Policy and Plan

This is a STATUTORY document

Recommended for review by H&S Governor every three years

Written/

Reviewed by: Premises Manager/ SENDCo

Approved by: SLT/H&S Governor

Ratified in: November 2018

By: Health and Safety Governors

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1. Aims

Academy's are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the academy website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for academies on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Academies are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Ensure all students can perform to the best of their ability in assessments.</p> <p>Our academy offers a differentiated curriculum for all pupils.</p> <p>We ensure that, where possible, all students will have access to extra-curricular activities.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Improve access to ICT</p> <p>All staff will deliver lessons where steps have been taken to ensure all students can access the learning</p> <p>To improve accessibility of extra-curricular activities for all pupils</p> <p>Improved staff understanding of how to adapt resources for visually impaired students.</p>	<p>Laptops to be refurbished and switched to the new server.</p> <p>Schedule regular CPD for staff on differentiation and meeting the needs of students with SEND in the classroom (including new staff, NQTs, ITTs)</p> <p>To determine strategies that will improve access for disabled pupils in relation to extra-curricular activities</p> <p>To train teachers on effectively adjusting resources for visually impaired pupils.</p>	<p>SENDCO and IT technician</p> <p>SENDCO/ curriculum lead/Middle Leadership</p> <p>SENDCO</p> <p>SENDCO and VI team</p>	<p>Summer 2019</p> <p>Summer 2020</p> <p>Summer 2020</p> <p>Summer 2019</p>	<p>Students will be able to use a laptop to type longer pieces of work as normal way of working.</p> <p>Staff will be confident in meeting the needs of students within their classroom.</p> <p>Students with disabilities will be have taken part in a number of extra-curricular activities</p> <p>Students with a visual impairments will have appropriate resources in all lessons.</p>

	<p>Curriculum resources include examples of people with disabilities.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>For all departments to include people with disabilities where possible in their schemes of work.</p> <p>One page profiles to have targets attached which are SMART and reviewed by a trusted adult.</p>	<p>Curriculum lead to work with heads of department to review current schemes of work and discuss improvements.</p> <p>One page profiles to be developed with target setting in mind. TAs to be trained to set targets with students. Targets to be reviewed by TAs/SENDCO every term.</p>	<p>Curriculum lead/ Middle Leadership</p> <p>SENDCO/ TAs</p>	<p>Summer 2020</p> <p>Summer 2020</p>	<p>Students with disabilities will feel represented in all subjects.</p> <p>Students with SEND to have appropriate targets that are regularly reviewed and assessed.</p>
<p>Improve and maintain access to the physical environment.</p>	<p>To ensure all pupils, staff and visitors have unrestricted access into, through and around the academy.</p> <p>To ensure all pupils and staff can carry out their work and are included in any activities within the academy.</p>	<p>To maintain access throughout the academy for all regardless of anyone's abilities.</p> <p>Working with SENDCO and PIMDS to identify areas where help is needed to ensure all classes and activities are inclusive</p>	<p>The Academy's entrances, doorways and walkways are monitored and maintained. New needs will be responded to and solutions found.</p> <p>Working in house or with outside contractors to provide solutions, alterations or equipment in the academy where required</p>	<p>Premises Staff</p> <p>Premises staff/ SENDCO/PIMS</p>	<p>Summer 2021</p> <p>Summer 2021</p>	<p>To ensure any student or member of staff with additional needs can move freely, independently or with the minimum of aid throughout the academy.</p> <p>When Oakfield Academy can provide the same level of care and inclusivity to all pupils, staff and visitors.</p>

	<p>To ensue any work taking place within the academy does,</p> <p>a) not impact on</p> <p>b) could improve accessibility within the academy for pupils or staff with additional needs</p>	<p>Future works within the academy include updates to the fire alarm system. This gives us an opportunity of improving access through the academy by enabling the fire doors to be held open during the day and to provide ramps and platforms outside exits. We will also apply for funding to replace the lift with a ramp.</p>	<p>The academy hopes to apply for funding and work with outside contractors to enable these modifications to go ahead.</p>	<p>Premises/Finance</p>	<p>Sept2019</p>	<p>With these modifications it is hoped that the Academy can provide a better level of accessibility throughout the academy premises.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • IT support 	<p>To develop the use of IT to support students with disabilities</p>	<p>Train teachers in how to use laptops and iPads to best meet the needs of students (enlarging text for VI, organising ideas for DCD, typing long pieces of work for dyslexia)</p>	<p>SENDCO/ teaching staff</p>	<p>Summer 2020</p>	<p>Students will use IT in lessons to access resources and information in lessons.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Health and Safety Governor and SLT.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Entrances	Main entrance is accessible via two steps and two sets of controlled access doors.	<p>A ramp is available if required. However the academy can be accessed via the red gate entrance as this provides a level, unhindered route into the academy.</p> <p>The doors are controlled but will automatically unlock when required when the evacuation is sounded.</p>	Premises Staff	Ongoing
Corridor access	<p>All academy buildings are single story. There are three sets of steps in the main building, comprising of no more than three steps.</p> <p>In the main building the corridors have double fire doors which can restrict movement through the academy.</p>	<p>There are handrails fitted in all areas where there are steps.</p> <p>With the planned future improvements to the Fire alarm system it is hoped that the fire doors can be engineered to remain in the open position throughout the day and close in the event of an evacuation.</p>	Premises Staff	Ongoing
Lifts	An exterior lift is on the premises, this has now been decommissioned due to lack of replacement parts.	We are looking into the possibility of replacing the lift with a ramp. We hope the cost of this can be included in future upgrades to the Fire Alarm system and evacuation routes following the recommendations from the last Fire Risk Assessment.	Premises Staff/Finance	Sept 2019

Parking bays	Parking is provided at the front of the academy.	The car park has recently been improved. There is a disabled parking bay and the facility to provide additional reserved parking if required.	Premises	Sept 2018
Emergency escape routes	Evacuation routes are signed and lit by emergency lights throughout the academy.	All evacuation routes are assessed yearly and signage checked on a regular basis. We hope that following improvements to the Fire alarm system we can improve the fire doors and provide ramps.	Premises	Sept 2019
Toilets	There is a disabled toilet in the main building and the Taylor Centre	When needed modifications have been made to the pupils toilets. We have lowered urinals and fitted specialist toilet seats.	Premises	Ongoing