



Accessibility Plan

Ormskirk School

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7

1. Aims

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

Ormskirk School believes that all children and young people are entitled to receive an education that enables them to achieve their full potential in becoming confident independent young adults ready to make a successful transition into the wider world, whether into employment, further or higher education or training.

Ormskirk School aims to include all children and young people with SEND to take part in the activities of the school alongside those who do not have SEND, and Ormskirk School will make arrangements to support those who have medical conditions.

All students have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to student achievement will mean that students with SEND and disabilities will have access to a full curriculum. Ormskirk School is committed to making reasonable adjustments, including the provision of auxiliary aids and services for disabled children wherever possible. Ormskirk School has a zero tolerance towards discrimination of SEND students. We actively promote equality of opportunity.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including:

- students,
- parents,
- the Headteacher and members of staff,
- Local Academy Councilors

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 schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Schools 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.

This policy complies with our funding agreement and articles of association.

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	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE, RESPONSIBILITY & SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers an adaptive curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	<ul style="list-style-type: none"> • Awareness of issues regarding students with chronic medical conditions including Diabetes, Asthma and Anaphylaxis. • Students able to access medical support without the need to explain their (confidential) medical condition allowing them to feel part of an inclusive school • Provision of a highly differentiated curriculum for students with significant learning needs in KS3 • Develop awareness of staff on recommended accessible formats of resources to support learning such as coloured paper, overlays, use of a Word Processor for extended writing, seating position in class etc 	<ul style="list-style-type: none"> • Regular training and updates from Health • Issue of coloured “Pass” cards to allow students to leave class to go to the toilet or access their medical equipment. • Update staff via email, Briefing updates, Medical lists, Passports (If required) Arbor • Development and delivery of a planned CPD programme to support staff in an effective delivery of the curriculum. • Continuation of provision of a Nurture Group in Yr 7 and Yr 8 (maximum of 12 students to a subject specialist teacher for core subjects and Humanities. • Regular review of the learning needs of students with specific disabilities such as and including Dyslexia, ASD, ADHD, 	<p>Ongoing</p> <p>SENDCO/ Assisstant SENDCo All Staff</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE, RESPONSIBILITY & SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted where possible to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Short term</p> <ul style="list-style-type: none"> • Access to disabled toilet facilities All floor accessible via lifts • Risk Assessments (RAs) carried out for both temporary and long term health conditions. • Accessibility for parents and students with disabilities on parent consultation evenings. • This Accessibility will be reviewed every three years by the Trust Estates Manager/COO in consultation with the LAC Committee and Audit & Resources Committee of the Trust. The overall delegation for the Accessibility Plan lies with the Headteacher. • Create access, handling and movement plans for individual students with diagnosed physical needs, particularly those with an EHCP. • Review evacuation procedures and put in place Personal Emergency Evacuation Plans (PEEP) for any student or member of staff with a disability. <p>Medium/Long term plans:</p> <ul style="list-style-type: none"> • No fabric changes planned 	<ul style="list-style-type: none"> • Availability of toilet and lift keys for those who need it for accessibility • Issue of Toilet/Exit passes • RA to be completed on return to school and distributed to staff • Access plans to be developed where necessary with relevant professionals such as Occupational Therapy/Specialist Teacher input. • Advise staff of evacuation procedures and review effectiveness following regular evacuation drills. • Ensure all visitors to site are aware of their responsibilities in the event of an evacuation. • Ensure all areas of school that have wheelchair access are visually checked weekly to ensure no obstacles exist. 	<p>Ongoing</p> <p>Operations Manager</p> <p>SENDCO</p> <p>All Staff</p> <p>Trust Estate Manager</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE, RESPONSIBILITY & SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Access to the online learning platform • Access to use of Chromebooks • Large print resources and use of coloured paper where appropriate • Induction loops 	<p>Ensure that all information is in an accessible format for students, staff, parents and visitors Short term</p> <ul style="list-style-type: none"> • Access to Chromebooks (to own/loan) • Use of enlarged printed documents and use of coloured paper/overlay as recommended by professionals • Ensure students and staff with visual impairments can access all information • Monitor ways to improve delivery of information and provision of information in different formats (e.g. Braille) when required/requested. • Provision of paper based learning if online learning is not accessible i.e. during periods of Lockdown during COVID. 	<ul style="list-style-type: none"> • Maintain a loan system whereby students can still access use of a Chromebook for learning in school if their own is not available. • Ensure all information is displayed on the school website and in letters so that parents can access, i.e. hard copy letters/information to be sent to households who do not have access to a computer device. 	<p>Ongoing</p> <p>SENDCO and Assistant SENDCo</p> <p>General Office</p> <p>All staff</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 Local Academy Council.

5. Links with other policies

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

- Health and safety policy
 - Equality information and objectives (public sector equality duty) statement for publication
 - Special Educational Needs (SEN) Policy
 - Special Educational Needs (SEN) information report
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