

Accessibility Plan



Statement of intent

This plan outlines the proposals of the governing body of Ormiston Ilkeston Enterprise 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

November 2022

Date: _____



Chair of
governors

November 2022

Date: _____

Next review date: November 2023

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 curriculum | Principal/ teachers/SENCO | Autumn 2022 | Management and teaching staff are aware of the accessibility gaps in the curriculum | Spring 2023 Curriculum is accessible and where safeguarding concerns are; special arrangements are made. Where PE is not accessible due to disability; alternative physical activities are arranged such as physiotherapy and/or gym sessions. |
| | Staff members do not have the skills | INSET CPPD provided to staff members | Principal/ External advisors/SENCO | Autumn 2022 | Staff members have the skills to support children with SEND | Autumn 2022 INSET for children with SEND has taken |

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| | to support pupils with SEND | | | | | place throughout the year for those pupils who are disabled. |
| Medium term | Academy trips do not take into account children with SEND | Needs of children with SEND incorporated into planning process | Teachers/SENCO | Autumn 2022 | Planning of academy trips takes into account children with disabilities | Spring 2023 All trips are inclusive and where needed a specialised bus with a lift for wheelchairs has been arranged. Extra staff attend trips when SEND pupils attend. |
| Long term | Pupils with SEND cannot access lessons | Provide tablets and other adjustments to pupils with SEND | Principal/ICT Manager/SENCO | Autumn 2022 | Pupils with SEND can access lessons | Spring 2023 Technology is utilised throughout the Academy, alongside other physical impairment aides such as sloping boards, specialist laptops for the visual impaired, etc. |

Planning duty 2: Physical environment

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 | Review |
|------------|--|-------------------------------|--------------------|-------------|--|---|
| Short term | Management does not know if the academy's physical environment is accessible | Audit of physical environment | Building surveyors | Autumn 2022 | Academy is aware of accessibility gaps to its physical environment, and will make a plan to address them | Summer 2023 All buildings are physically accessible apart from one building (S block) and where this happens the whole class is moved downstairs. Practical areas (Science & Tech) have tables that move up to allow wheelchair height. |

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| Medium term | Learning environment of pupils with visual impairment is not accessible | Incorporation of appropriate colour schemes | Academy Business Manager | Autumn 2022 | Learning environment is accessible to pupils with visual impairments | Summer 2023 The VI service have assessed and guided the Academy on accessibility, we have specialist equipment and regular meetings with VI support teacher. |
| | Toilets are not accessible | Handrails installed | Academy Business Manager | Autumn 2022 | Access to toilets is increased | Summer 2023 There are multiple accessible toilets within the B and A block. There are specific toilets for the disabled. There are two 'smart' toilets for pupil use only. |

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| Long term | Children with physical disabilities cannot access academy buildings | Construction work undertaken | Academy Business Manager/ building contractors | Autumn 2022 | Academy buildings are fully accessible | <p>Summer 2023</p> <p>All buildings can be accessed apart from upstairs in S Block. Where a pupil is timetabled for Art they are re-roomed</p> |
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Planning duty 3: Information

| | Issue | What | Who | When | Outcome criteria | Review |
|-------------|---|---|-------------------|-------------|--|-------------|
| Short term | Management staff does not know whether academy information is accessible or not | Audit of information delivery procedures | SENCO/ICT manager | Autumn 2022 | Academy is aware of accessibility gaps to its information delivery procedures | Summer 2023 |
| | Academy does not know how to make written information accessible | Academy seeks advice from external advisors | SENCO | Autumn 2022 | Academy is aware of local services for converting written information into alternative formats | Summer 2023 |
| Medium term | Written information is not accessible to pupils with visual impairments | Purchase braille machine and translate | SENCO/ICT manager | Autumn 2022 | Written information is fully accessible to children with visual impairments | Summer 2023 |
| Long term | Academy website is not accessible to children with SEND | Audit of website | ICT manager / OAT | Autumn 2022 | Website is fully accessible | Autumn 2022 |