



Accessibility Plan

Ormiston Cliff Park Junior Academy

Statement of intent

This plan outlines the proposals of the governing body of Ormiston Cliff Park Junior 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: _____

_____ Chair of governors Date: _____

Next review date: _____

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	Learners develop new needs which need to be identified quickly	Update staff by training sessions and information sharing; such as email memos	SENCO	On going	Staff will be aware of the best ways to support disabilities within school	Autumn 2019
Medium term	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on how to present information to support learning difficulties; including speech and language	SENCO	On going	Staff will be aware of how to make reasonable adjustments for information sharing	Autumn 2019
Long term	Guidance on how to support learners with a disability is updated regularly	Update staff by training sessions and information sharing; such as email memos	SENCO	On going	Staff will be aware of the best ways to support disabilities within school	Autumn 2019

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	Light switches are not clearly identified from the walls.	Add plastic cases around light switches	M Steele	Spring 2019	Light switches will be clear for all	Autumn 2019
	Sharp edges exposed at low level head height	Foam padding on network cabinet in Early Years corridor	M Steele	Spring 2019	Sharp edges will be covered and safe	Autumn 2019
Medium term	Access to disabled toilet is sometimes difficult for wheel chairs/walkers	Shelving in the room to clear floor	M Steele	Spring 2019	Area to remain clear as equipment stored on shelving	Autumn 2019
	Ramp to the Di Vinci room currently has coloured tape to highlight, but still can be missed then tripped up	Further highlight the ramp	M Steele	Spring 2019	Ramp will be highlighted and no longer a trip hazard	Autumn 2019

<p>Long term</p>	<p>Corridors and learning environments need to be clear for easy movement around them</p>	<p>All staff to take responsibility for keeping the learning environments and corridors clear</p>	<p>All staff</p>	<p>Summer 2019</p>	<p>All learning environments and corridors will be clear at all times</p>	<p>Autumn 2019</p>
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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
Medium term	Signage has not been audited to ensure information is clear for people with visual impairments; fire exit, office notices, notice boards for parents	Audit information around school, then improve signage where necessary	M Steele, SENCO, office staff, Principal/ Head of School	Summer 2019	Signage will be clear and accessible for all people (See FRA)	Autumn 2019
	No audit has currently taken place to ensure information in clear print and in 'simple English'	Audit information to ensure information is clear and staff support parents to access information and complete school forms	M Steele, SENCO, office staff, Principal/ Head of School	Summer 2019	Information is clear and in 'simple English' and staff support parents to access information and complete school forms	Autumn 2019
Long term		All policies consider the	Principal/ Head of School	On going	Policies will ensure consideration of need	Autumn 2019

		implications of access for disabilities				
	Not clear signage around school to get back to the office	Map of school in entrance hall and signs around school guiding back to the main reception	M Steele, SENCO,	Summer 2019	Visitors to the school can find their way back to the main office	Autumn 2019