



# Accessibility Plan

Wodensborough Ormiston Academy

## Statement of intent

This plan outlines the proposals of the governing body of Wodensborough Ormiston 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: September 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	Impact of CV19 on accessibility of the curriculum	Audit of curriculum Audit of remote learning	HOF SENDCO VP - QoE	Spring 2020 Autumn 2020	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 2021
	Adaptations of the curriculum for SEND students to ensure accessibility	INSET provided to staff members and LSAs	SLT LA SENDCO	Spring 2020 Autumn 2020	Staff members have the skills to support children with SEND both face-to-face and remotely	Spring 2021
Medium term	Engagement rates for remote learning	Needs of children with SEND incorporated into	HOF SENDCO	Autumn 2020	Engagement rates for SEND students increases	Spring 2021

		planning process & additional support for students and families in relation to access	VP - QoE			
	Feedback to students who are learning remotely	Needs of children with SEND incorporated into planning process & additional support for students and families in relation to feedback on work	HOF SENDCO Teachers VP - QoE	Autumn 2020	Engagement & progress rates for SEND students increases	Spring 2021
Long term	Pupils with SEND cannot access lessons	Provide tablets, netbooks, overlays and other adjustments to pupils with SEND	Principal/ICT Manager/SENCO	Autumn 2020	Pupils with SEND can access lessons	Spring 2021
	Access of website for SEND students / families	New website being built with OAT	AP/VP OAT	Spring 2021	Pupils/families with SEND can access website / navigate	Aut 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
<b>Short term</b>	Accessibility of physical site and changes in protocols linked to CV19	Audit of physical environment	Building surveyors SLT H&S	Summer 2020	Academy is aware of accessibility gaps to its physical environment & has plans in place to address them.  Physical access to the site/one-way system is modelled to take into account any issues as a result of CV19.	Summer 2020
<b>Medium term</b>	Learning environment for pupils with visual impairment - projectors	Incorporation of appropriate colour schemes & projectors	AP RD OAT	Spring 2019	Learning environment is accessible to pupils with visual impairments.  Projectors have been remodelled.	Autumn 2020

					LSAs have access to iPADS to support visual resources for VI students.	
	Accessibility of toilets	Handrails installed where appropriate	RD	Summer 2019	Access to toilets is increased	Autumn 2019
<b>Long term</b>	Access of buildings for children or staff with physical disabilities	Access to lifts. RA in place.	FM Team SENDCO	Summer 2019	Academy buildings are fully accessible	Autumn 2019

## 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	Accessibility of academy information for students/families with SEND	Audit of information delivery procedures and revisions as appropriate	SENDCO	Spring 2019	Academy is aware of accessibility gaps to its information delivery procedures	Summer 2019
	Accessibility of academy information for EAL students/families	Audit of information delivery procedures and revisions as appropriate	SENDCO	Summer 2019	Academy is aware of local services for converting written information into alternative formats	Autumn 2019
Medium term	Written information is not accessible to pupils with visual impairments	Purchase braille machine and translate/enlarge (pupil dependant).	SENDCO	Spring 2019	Written information is fully accessible to children with visual impairments	Summer 2019

		Overlays and coloured paper/fonts are available				
Long term						