Accessibility Policy and Plan

Reviewed by:	Headteacher	Date: September 2024
Approved by:	MD Education Services	Date: September 2024
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Contents

1. Introduction

This policy shows how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students/students with a disability can take full advantage of their education and associated opportunities.

2. Aims

To increase and eventually ensure for students/students with a disability that they have:

- ➢ total access to our setting's environment, curriculum, and information and
- ➢ full participation in the school community.

3. Principles

- ➢ Compliance with the Equality Act is consistent with our setting's aims and equality policy.
- ➢ Our staff recognise their duty under the Equality Act:
    - o Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
    - o Not to treat disabled students less favourably
    - o To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
    - o To publish an accessibility plan
- ➢ In performing their duties governors have regard to the Equality Act 2010
- ➢ Olympus
    - o recognises and values the young person's knowledge/parents' knowledge of their child's disability.
    - o recognises the effect their disability has on his/her ability to carry out activities,
    - o respects the parents' and child's right to confidentiality.
- ➢ The setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

4. Increasing Access

This includes teaching and learning and the wider curriculum of the school such as participation in after school activities, leisure and cultural activities or school visits.

5. Improving Access

This includes improvements to the physical environment of the school and physical aids to access education.

6. Improving Delivery

This will include planning to make written information that is normally provided by the school to its students available to disabled students. Examples might include handouts, timetables, textbooks, and information about school events. The information should take account of students' disabilities and students' and parents preferred formats and be made available within a reasonable time frame.

7. Financial Planning and Control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

8. Approval

This policy will be reviewed as a minimum annually by the headteacher. At every review, the policy will be approved by directors.

Appendix 1: Accessibility plan

School Accessibility Plan						
Aim	**Current good practice** *Include established practice and practice under development*	**Objectives** *State short, medium, and long-term objectives*	**Actions to be taken**	**Person responsible**	**Date to complete actions by**	**Success criteria**
Increase access to the curriculum for students with a disability	*Our curriculum is subject to an ongoing review to ensure that it meets the needs of all our students.*	Students make accelerated progress because of targeted help. (Ongoing)	Purchase and training in intervention strategies.	Head teacher	Reviewed annually	The curriculum is currently reviewed to reflect the current student needs and requirements and is fit for purpose to meet these needs and abilities
	We use resources tailored to the needs of students who require support to access the curriculum.	Students achieve Functional Skills/BTEC/Entry Level/GCSE qualifications of increasing demand and value. (Ongoing)	Training for teachers appropriate for their own development and the courses they are teaching Teaching space to be developed for the teaching of Art/DT	Head teacher	Ongoing reviews with annual review in September	Redevelopment of the school site facilities to provide the teaching of practical subjects including Art, DT and PE
	Curriculum progress is tracked for all students, including those with a disability.	Staff are aware of levels of student's learning and their next steps and aware of the gaps in their learning through assessment	Regular assessments of student needs and levels to ensure that their needs are being met by the curriculum. SENCO to advise staff on interventions required to meet needs including classroom	Head teacher, Curriculum Lead & SENCO	Ongoing reviews	Students' progress tracking will show improvement. Classroom toolkit to be used within lessons appropriately

			toolkit			
	Targets are set effectively and are appropriate for students with additional needs.	Students' areas of interest and talent are considered in their curriculum (Long term)	Foster a positive relationship with students to gain a greater understanding of the support required to help then achieve.	Head teacher SENCO	Ongoing reviews	Students will achieve a greater number of qualifications which are recognised and at an appropriate level to ensure challenge
Access to the physical environment	*Classrooms, meeting rooms and staff rooms are accessible to student, staff and visitors who may have mobility issues.* *Gender neutral and disabled access toilet facilities*	The school will take account of the needs of learners and visitors with sensory impairments, physical difficulties, and social, emotional and mental health difficulties, when planning and undertaking future improvements and refurbishments of the premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.	All planned maintenance and new building works will be cross-referenced with the standards for Disability Access Reports to identify suggested improvements.	Head teacher	Ongoing reviews	The school provides an environment in which students, staff, and the wider school community, are valued and respected as individuals, regardless of disability (and any other protected characteristics). Students and staff and visitors can take part in the usual business of the school. Through meeting and mixing with a wide range of abilities and needs, students learn to accept and see beyond individual differences and to value what each person has to offer.
Access to written information.	*Students have access to 1 to 1 support to access learning.* *Parents and carers revise personal calls when additional*	To ensure that parents/carers and visitor are able to access written	For all school communications, identify the main messages to be communicated.		Annual policy review	The wider school community can easily access and understand written information and

	needs are known to the school to explain communication and information sent. *Parents are able to choose their preferred method of communication according to any specific need, i.e., face to face meetings at school or via MS Teams, via text or email, or by telephone*	information about the school and to access information sent out by the school	Remove information that doesn't help to explain the key points. If necessary, re-write the main messages in simple English and consider publishing an accessible version. Remove or explain jargon and acronyms. Should it necessary, ensure that key information can be communicated by telephone and where necessary using a translator.	Head teacher		communication from the school