# Olive AP Academy – Suffolk
## Accessibility Plan

| Document control table | |
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| Title | Accessibility Plan: Olive AP Academy – Suffolk |
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| Approved by | OA central & headteacher |
| Date of next review | September 2024 |
| Updates/revisions included: | None |
| This is an OA central template which must be modified and completed by each academy to ensure it is relevant to each academy context:<br><br>Sections 1-4 are general and can remain unedited<br>Sections 5 & 6 should be completed with the local context in mind – the action plan should be reviewed on a regular basis.<br><br>Having been approved by the headteacher, the final version should be submitted to OA central for filing. | |

1. **Vision and beliefs**

The values of Olive Academies (OA) are:

- CONVICTION - everyone has the capacity to reach their potential.
- DETERMINATION - not giving up on those who have not experienced success
- AMBITION - all challenges can be overcome and education is an important lifelong journey
- REFLECTION - learning from experiences and developing a capacity to improve further

Olive Academies will underpin these values by ensuring that:

- every teacher is a teacher of every pupil including those with Special Educational Needs and Disabilities (SEND)
- all pupils deserve quality first teaching
- every pupil should make good progress commensurate with their ability

2. **Accessibility Strategy**

This statement sets out the ways in which Olive Academies (OA) multi academy trust (MAT) provides access to education for students with a disability.

A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)

OA's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010). Our aims are to:

- Improve and maintain access to the physical environment
- Improve access to information for pupils
- Increase access to the curriculum for pupils with a disability

In section 5, our accessibility action plan outlines how we hope to meet these aims.

The Board of Trustees is committed to the principle of all local children having equal rights of access if this can reasonably be provided. The trust will review access to the physical environment of all of its academies for students with disabilities.

**Evacuation procedures**

Each academy will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the student and parents/carers and will be in the student's Special Educational Needs (SEN) file. Students who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities.

**Curriculum Access: Teaching, Learning and Assessment**

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission

to the academy, transition within the academy or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

Each OA academy has access to a variety of IT facilities which may help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia or reading difficulties.

In constructing the timetable each headteacher will considerer individual needs, recognizing that changes can be made to facilitate access and learning, e.g. furniture, seating arrangements and the classroom used can be altered. The academy will assess a pupil's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment.

By the nature of the alternative provision OA provides to pupils, there will a varied range of out of school activities, placements, and opportunities. OA aims to ensure that all our pupils can participate fully in these activities and that they are offered consistent with the limitations imposed by any disability. The suitability of any event and the need for additional support will be fully discussed with parents/carers in advance should an assessment indicate this would be helpful.

OA will also promote accessibility for all to other partners that we work with, accessing additional support and input as best we can.

### 3. Information for parents/carers and pupils

Parents and carers are routinely involved in reviewing provision for their child. The child will also be consulted in any review, and large print format materials can be made available if needed.

If either a pupil or parents/carers have difficulty accessing information normally provided in writing by the academy such as worksheets, homework or newsletters then the academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.
- Admissions arrangements
- SEND Policy and Information report
- Equality and Diversity Policy

In developing any policy, OA recognizes the need to consider accessibility for all in what is being proposed and required.

### 4. Monitoring and review

Within each academy, the implementation of this plan will be reviewed on a regular basis, and recommendations made to the Academy Advisory Board (AAB) and OA central should a need for modification be identified.

In addition, as training needs arise, OA will endeavour to meet these to support staff in ensuring accessibility for all.

5. **Accessibility action plan – Olive AP Academy – Suffolk**

Our aims are to:
- Improve and maintain access to the physical environment
- Improve access to information for pupils
- Increase access to the curriculum for pupils with a disability

The table below sets out how the academy will achieve these objectives.

**Improve and maintain access to the physical environment**

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|---|---|---|---|---|
| To be aware of the access needs of all pupils, staff and others<br><br>Ensure all staff are aware of access issues for individual pupils and support in place | Gather data around access needs for a pupil and their parent/carer on induction<br><br>Create access plans for individuals as required – shared on IT network | On arrival at the academy | Induction team | Individual, relevant and current information is gathered and shared as required so that all needs are met. |
| Ensure accessibility is maintained for all within the academy | Ensure that no changes to the environment prevents access for all | Daily check to ensure the entrance and other areas are clear of obstructions | Facilities Manager or equivalent | Lack of complaints regarding access on arrival from visitors, staff and pupils |
| Maintain safe access for all | Check exterior lighting is working on a regular basis | Ongoing checks – 3 monthly | Facilities Manager or equivalent | Everyone feels safe and can gain access safely into the academy grounds |

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|---|---|---|---|---|
| Exits:<br>Ensure all people with a disability or impairment can be safely evacuated | Ensure there is a personal emergency evacuation plan for all disabled pupils. | As required | SENDCO | All pupils and staff working with them are safe |
| Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced. | Ensure staff are fully trained and aware of their duties. | At regular intervals throughout the year | Facilities Manager or equivalent and Senior Business Manager | All personnel and students have safe independent exits from academy |
| Ensure that the building remains fully accessible and compliant in line with the Equality Act | Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access e.g. ramps, visual alarms etc. | As works are undertaken | Senior Business Manager | That the building is fully accessible and easily travelled by all staff, pupils, parents/carers, visitors |

**Improve access to information**

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|---|---|---|---|---|
| Website is compliant with statutory regulations | Annual website audit undertaken<br><br>Ensure this accessibility plan is available on the website | Annual check | OA central | Compliant website |
| To improve awareness of alternative formats for sharing information | Using a variety of formats for communication, including text and email. Ensure all parents/carers are aware that the academy can provide | Ongoing | Academy office & OA central | All parents/carers become aware of alternatives available and how these can be accessed |

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|---|---|---|---|---|
| | communication in large text, via telephone/meetings to meet needs. Make this clear on the website.<br><br>Check that correspondence sent home is accessible in relation to reading ability language etc | | | |
| Ensure information in all SEND reviews is accessible to all parties | Provide a choice of formats for pupil's parents/carers to provide views on reviews<br><br>Ensure SEND Information report is available on website | Ongoing | SENDCO<br><br><br>OA Governance & Strategic Support Exec | Parents/carers have choices about how they are communicated with and how they provide their points of view. |

**Improve access to the curriculum for pupils with a disability**

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|---|---|---|---|---|
| Curriculum adjustments ensure fair access for all. | Consider the needs of all pupils in the academy when planning lessons adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc.<br><br>Ensure all staff have access to the inclusion data of pupils for who they teach to ensure they can plan and deliver to meet their needs | As required in response to pupil need | All staff | All pupils access fully the curriculum provided Structured conversations as appropriate with parents/carers. |
| Ensure teaching and learning methods and environment support children with speech impairment | Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with Speech Therapy Service. | As required in response to pupil need | All staff and learning mentors for each pupil as relevant | Progress confirmed by observations and formal assessment |
| Ensure teaching and learning methods and environment support children with hearing impairment | Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops. LSA support as required. | As required in response to pupil need | All staff and learning mentors for each pupil as relevant | Progress confirmed by observations and formal assessment |
| Ensure teaching and learning methods and environment support children with visual impairment | Child faces board, glasses worn. Modified print. | As required in response to pupil need | All staff and learning mentors for each pupil as relevant | Progress confirmed by observations and formal assessment |

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|---|---|---|---|---|
| Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users. | Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in academy. Early exit from classes. | As required in response to pupil need | All staff and learning mentors for each pupil as relevant | Children can access all activities. |
| Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties | Layout of classroom, time out, clear targets, clear behavioural expectations. (N.B. relevant to all our pupils). BSPs. | Constant need to meet this for all. | All staff at all times | Progress confirmed by teacher assessment and achieving targets. |
| Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g.asthma, allergies | Accessibility of medication. Awareness of staff when planning DT, PE, Science activities. | Awareness for the subject specific lessons and PE | All staff | Children able to access the activities. |
| Necessary provision is in place to allow all students to access activities/placements off sites | Pre preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc.

Briefing of AP providers/other partners about the needs of individual pupils. | As required in response to student need | All staff | All students access fully the curriculum provided |

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|---|---|---|---|---|
| | Use of Evolve system to ensure EVC is aware and risk assessments completed. | | | |
| Ensure all pupils can access public examinations and statutory assessments | Access arrangements in place for all pupils who require and are eligible for support, including, readers, separate rooming etc. | For all exam/ assessment series | Exams officer and SENDCO | All pupils can fully access all exams and statutory assessments |

## 6. Access Audit: Olive AP Academy – Suffolk

**West Building**

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---|---|---|---|---|
| Number of storeys | West building (KS2, KS3 and Upper West) on one level | Maintain buildings and roof.<br><br>New roof completed in October 2020. | Facilities Manager or equivalent | Checks to be carried out regularly |
| Corridor access | Two central corridors allow entry to offices, classrooms and toilets. | Maintain clear corridors to maintain accessibility. | Staff, Cleaning staff | Daily checks |
| Parking bays | Parking bays to the front and side of the academy building.  These are shared with the council staff in the adjacent building. There is one specific parking bay for disabled pupils, visitors or staff. | Allocate parking places as requested in advance.<br><br>Maintained by council staff | Administrator<br><br>Council staff | Checks carried out regularly |

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---|---|---|---|---|
| Entrances (and emergency escape routes) | There are two main entrances into the building: main reception at the front and the door into the dining area at the back, where there is a ramp. Access to the latter is through the outside gate at the back.<br><br>There are also three doors which are exits through the science room, the KS3 room and the art room. | There are steps down from all exits; they are not very high, but may cause issues for wheelchair users or those with limited mobility. There is a ramp from the dining area, but also a step to get to the ramp.<br><br>Consideration must be given to ensuring a smooth transition from at least two of the exits to the outside. | OA-Sf with OA central | Review need/priority on regular basis |
| Ramps (and emergency escape routes) | There is one ramp from the rear of the building, after the doorway from the dining area. | Smooth transition needed from dining area to outside, so that use of the ramp does not involve negotiating a step for wheelchair users or those with limited mobility. | OA-Sf with OA central | Review need/priority on regular basis |
| Toilets | Staff toilets have no facilities for a person who is disabled or who has limited mobility.<br><br>There are male, female and toilets for those with a disability in the classroom corridor, currently used by pupils. | Ensure access to toilet for staff or visitors with a disability which is not also accessible to pupils. | OA-Sf with OA central | As funds are available (space would be a factor) |
| Reception area | Reception area for visitors is spacious and light. | Maintain welcoming nature of reception | Admin staff | Regular checks |

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---|---|---|---|---|
| Internal signage | Signage re safeguarding in place.  Limited signage to indicate particular classrooms, Key Stages, dining area etc.  Fire exits marked. | New door signs fitted – Aug 2020 with clear signage | As above | As funds are available. |
| Teaching kitchen | Layout enables all students to be able to access facilities.  Regular risk assessments and health and safety checks after use. | Following first use in September 2021, review regarding accessibility | Lead for catering curriculum | Regular checks to be completed. |

**East Building**

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---|---|---|---|---|
| Number of storeys | 2 storeys (KS4) | Maintain buildings and roof. Access to second floor by lift in necessary. Refurbishment of East building complete summer 2020 | Facilities Manager or equivalent | Checks to be carried out regularly |
| Corridor access | Two central corridors allow entry to offices, classrooms and toilets. | Maintain clear corridors to maintain accessibility. | Staff Cleaning staff | Daily checks |
| Parking bays | Parking bays to the front of the academy building.  These are shared with staff in the adjacent buildings.  There is one specific parking bay for disabled pupils, visitors or staff and one larger parking space for a minibus. | Allocate parking places as requested in advance. Maintained by council staff | Administrator Council staff | Checks carried out regularly |

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---|---|---|---|---|
| Entrances (and emergency escape routes) | There is one main entrance and exit to the building. However there are two further entrances and exits which can be accessed via the two workshop areas on the ground floor.<br>Both of these are wheelchair accessible. | There is a ramp into the main entrance and an access gate that is wide enough for disabled access.<br>There is lift but is currently out of use so there is no disabled access to the second floor.<br><br>Consideration must be given to ensuring a smooth transition from the second floor to the outside. | OA-Sf with OA central | Review need/priority on regular basis |
| Toilets | There are male, female and toilets for those with a disability in the entrance hall of the building. | Ensure access to toilet for visitors with a disability which is not also accessible to pupils. | OA-Sf with OA central | As funds are available (space would be a factor) |
| Reception area | Reception area is light and airy but has no access to seating. | Maintain welcoming nature of reception | Admin staff | Regular checks |
| Internal signage | Signage re safeguarding in place.  Limited signage to indicate particular classrooms, Key Stages, dining area etc.  Fire exits marked. | Add signage to assist pupils, new staff and visitors to locate rooms. | As above | As funds are available. |

**Outside Space**

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---|---|---|---|---|

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|---|---|---|---|---|
| Playground equipment | Wooden play apparatus accessed by KS2 and KS3 pupils in the West building playground. | Maintain apparatus is fit for purpose. | OA-Sf with OA central | Review need/priority on regular basis |
| Pathways between buildings | Public access pavements provide a path between the buildings.<br><br>Staff, pupils and visitors have to cross the car park in order to access. | Maintained by council staff | Council staff | Checks carried out regularly |
| Entrances (& emergency escape routes) | All outside gates are locked with coded padlocks – all staff have access to the codes, which can be changed daily. All gates can be accessed by clear pathways. | Maintain clear pathways to maintain accessibility.<br><br>Ensure all staff are aware of code changes. | OA-Sf with OA central | Review need/priority on regular basis |