Olive AP Academy – Suffolk

Accessibility Plan

Document control table	
Title	Accessibility Plan: Olive AP Academy – Suffolk
Date approved	Jan 2018
Approved by	OA central & headteacher
Date of next review	September 2020
Updates/revisions included:	Logo updated Sept 19

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 MAT board 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 academy's timetable each academy headteacher will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. 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 with the parents/carers in advance should an assessment indicate 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
- 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 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 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

Exits: 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	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		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 Ensure this accessibility plan is available on the website	Annual check	Communications Executive (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 & Communications Executive (OA central)	All parents/carers become aware of alternatives available and how these can be accessed

	communication in large text, via telephone/meetings to meet needs. Make this clear on the website. 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 Ensure SEND Information report is available on website	Ongoing	SENDCO Communications Executive (OA)	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. 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. TA 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
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 are able to 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)	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
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	All pupils can fully access all exams and statutory assessments

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

Feature *For example:*	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Academy is on one level.	Maintain buildings and roof.	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 are no specific parking bays for disabled pupils, visitors or staff.	Consider inclusion of parking bay for disabled if needed (review). Allocate parking places as requested in advance. Maintained by council staff	OA Central Administrator Council staff	As funding is available Checks carried out regularly
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. 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. 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.

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. Chairs have been added recently (Sept 17). | 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. |