



L.E.A.D. Academy Trust
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Edna G Olds Academy
A L.E.A.D. Academy

Edna G. Olds Academy Accessibility Plan

Policy/Procedure management log

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1. Aims

Schools are required under the [Equality Act 2010](#) to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Edna G. Olds Academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

At Edna G. Olds Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Edna G. Olds Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment.

The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person. The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

Our school ethos is underpinned by our twelve core behaviours which are split into the personal and the social values.

The personal values of **self-awareness, courage, personal responsibility, motivation, resilience, and creativity**, enable our pupils to develop a deeper understanding of their identity, personality and being. This is promoted through our coaching culture ethos, which seeks to develop intrinsic motivation and secure greater levels of self-awareness, actively encouraging self-reflection in order to unlock potential. The values secure pupils' self-belief, enabling them to approach life positively with the confidence and determination required, empowering them to overcome setbacks and challenges whilst always being aware of their own health and well-being and learner mind-set.

The social values of **respect, inclusion, empathy, tolerance, altruism, and trust**, empower our children to gain a deep understanding of what it means to thrive and live with integrity. By celebrating cultures and diversity within our unique multi-cultural catchment, our pupils truly appreciate difference, learning from each other and thriving as citizens in modern Britain, and global citizens of the world.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice and under the Equality Act 2010](#), 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Increase access to the curriculum for pupils with a disability | <p>Our school offers a curriculum that has been adapted to meet the needs of all learners.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>Short term</p> <p>To liaise with Nursery providers to review admissions before the start of academic year</p> | To identify pupils who may need additional provision | EYFS leader/SENCO | Sept/Oct 2024 | Appropriate procedures/resources are in place |
| | | To review policies to ensure they include inclusive and reflective practice | To monitor, evaluate and review current statutory policies | Headteacher SLT SENCO | Ongoing | Policies reviewed to ensure curriculum meets the needs of all pupils |
| | | To establish close liaison with parents | To promote engagement, collaboration and participation with parents/carers and school | Headteacher/ SLT | Ongoing | Engagement and involvement |

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| | | To ensure that all pupils have access to a broad and balanced curriculum | To review curriculum, resources, training of teachers and support staff | Headteacher/ SLT | Ongoing | To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers |
| | | <u>Medium Term</u> To review SEN provision and attainment of pupils | Analyse Data on termly basis. Attend Home school plan meetings. | SENCo | Termly | Termly report indicate progress |
| | | To promote the involvement of disabled students in school life | To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies. | SENCo/Head teacher | Ongoing | Variety of planned activities that reflect the needs of pupils |
| | | <u>Long Term</u> Review targets and deliver findings to governing body | Evaluate accessibility plan. Modify/adapt accordingly | Headteacher/Governing Body | | |

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| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Accessible toilets | <p>To ensure that the school environment is accessible to all pupils.</p> | <p>To ensure that all corridors and walkways are clear of furniture and obstacles</p> | <p>All staff as part of Health and Safety responsibilities.</p> | <p>Ongoing</p> | <p>Clear and accessible corridors and walkways.</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations (PECS) | <p>To ensure full access to the curriculum for all children</p> | <p>Signs and symbols used to support learning.</p> | <p>All teaching staff</p> | <p>Ongoing</p> | <p>Signs and symbols are located across the school in key areas in order to support understanding for the children that require it.</p> |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Academy Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Overview of the current physical environment:

- There is a ramp to the front entrance
- There are no steps in the internal building on the ground floor
- A disabled toilet is situated next to the Y6 classroom and in the early years unit
- Steps leading up to the KS1 playground have a painted yellow edge
- The school already supports children with significant barriers to learning and participation with difficulties in the areas of; learning, communication and interaction, hearing and behaviour

An Access Audit was carried out by Edna G. Olds Academy staff in September 2024 and a number of recommendations made:

| Item | Activity | Timescale |
|--|---|---------------------|
| Plan for the Local Authority to visit to audit the school for any other accessibility issues | Contact LA, complete audit and then action plan | Ongoing for 2024-25 |
| Entrance to Foundation Stage | Ramp built to ensure easy access for wheeled equipment such as pushchairs, walkers, working chair, therapy stool and buggy | Completed |
| The school is aware of the access needs of pupils, staff, governors, parents / carers and visitors | To record any access issues which may arise for pupils as part of induction process, writing of health care plans, Individual provision maps. Be aware of staff, governors and parents' access needs and meet as appropriate. Consider access arrangements during recruitment process | Ongoing |
| To improve signage and external access for visually impaired people | Yellow strip mark step edges | Completed |
| All fire escape routes are suitable for all | All relevant staff have had training in fire safety | Ongoing monitoring |

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| Improve signage to indicate access routes around school | Signs indicate wheelchair friendly routes around school. | Completed |
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