



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

Edna G.Olds Academy Accessibility Plan



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ACCESSIBILITY PLAN

1. This Accessibility Plan has been drawn up in consultation with the L.E.A.D. Multi Academy Trust, pupils, parents, staff and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Edna G.Olds Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

8. The Plan will be monitored through the Site Development Committee of the Governors.

9. The Plan will be monitored by Ofsted as part of their inspection cycle.

This Accessibility Plan should be read in conjunction with the following documents:

Behaviour management Policy

Equality Policy

Health and Safety Policy

SEND and Inclusion Policy

Academy Improvement plan

Date of review: November 2019

Contextual Information

Edna G.Olds Academy is a single storey building and is accessible throughout.

The Academy Accessibility Plan 2019 - 21

Improving the Physical Access at the Academy

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 March 2019 and a number of recommendations made:

Item	Activity	Timescale
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 2019
All fire escape routes are suitable for all	All relevant staff have had training in fire safety	Ongoing monitoring
Improve signage to indicate access routes around school	Signs indicate wheelchair friendly routes around school.	Completed

The Academy Accessibility Plan 2019-21

Improving the Curriculum Access at the Academy

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Meeting time is devoted to sharing of good practice/differentiated resources.	Ongoing	Increase in access to the National Curriculum. Needs of all pupils are met
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	Ongoing	Needs of all pupils are met. Good progress made by all learners
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils are included in the learning	Ongoing	Increase in access to the National Curriculum Needs of all pupils are met
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment.

	<p>parents</p> <p>Discuss perception of issues with staff to determine the current status of school</p>			<p>Diverse needs of all pupils are recognised and celebrated.</p>
<p>Appropriate use of specialist equipment to benefit individual pupils and staff</p> <p>Use ICT software to support learning</p>	<p>Reasonable adjustments checklist to be shared with all staff</p> <p>Make sure the relevant software is purchased, installed and available to use where needed</p>	<p>All pupils who need it have access to ICT software to assist in learning and recording.</p> <p>Wider use of SEN resources in the classroom</p>	<p>Ongoing</p>	<p>Increase in access to the National Curriculum.</p> <p>Needs of all pupils are met</p>
<p>Review PE curriculum to ensure PE is accessible to all</p>	<p>Gather information on accessible PE and disability sports.</p> <p>Seek disabled sports people to come into school</p>	<p>All pupils have access to PE and are able to excel</p>	<p>Ongoing</p>	<p>Increase in access to the PE National Curriculum.</p> <p>Needs of all pupils are met</p>

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Improving the Delivery of Written Information at the Academy

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Signs and symbols located across the school in order to support learning	Access to support from Speech and Language Therapy service to develop signs and symbols Training for relevant staff	Signs and symbols form part of everyday teaching for those children that require it	Ongoing	Signs and symbols are located across the school in key areas in order to support understanding for the children that require it
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats as required	The school will be able to provide written information in different formats when required for individual purposes as required	Ongoing	Delivery of information to pupils improved
Make available school information for parents and carers on website and in paper format	Review current school publications and promote the availability in different formats	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials as required	All school information available for all as required	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved
Ensure that parents and carers receive information from school in a format of their choice	Survey parents to gain information regarding their choice of format (paper or email communications)	Parents and carers will receive information in the medium of their choice	Ongoing	School is more effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers
Ensure that all school communications use plain English	A member of SLT to check all communications to parents/carers before distribution	All communications will be easy to read and have clarity of purpose	Ongoing	Parents and carers will be clear as to purpose of communications