

ACCESSIBILITY POLICY



All One In A Million Free School Policies have been devised to ensure that:

- *OIAM core values are at the heart of all we do: Compassion, Honesty, Integrity and Excellence;*
- *Students from all backgrounds and all abilities are welcome;*
- *Each student has the opportunity to flourish and achieve their potential;*
- *We value the individuality of each student within the context of membership of our community;*
- *We are committed to raising educational attainment and improving our students' life chances;*
- *We provide an environment in which all students are self-aware, self-disciplined and confident;*
- *All students will understand how to make a positive contribution to our extended community;*
- *Academic, creative and personal achievement is supported through focus on Sport, Arts and Enterprise.*

Approved by: Full Governing Body; Jane Hobbs, Principal

Last reviewed: April 2023

Next review: April 2026

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 students can participate in the curriculum*
- *Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided*
- *Improve the availability of accessible information to disabled students. OIAMFS aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.*

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

A range of stakeholders are involved in the development of this Accessibility Plan, including students, staff, parents and Governors of the school.

Legislation

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, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery	All environments and activities are organised for students with disabilities. NB Building re-configured which comply to current building regulations	Guidance from specialists (e.g. Hearing Impaired Service, Autism Service) taken to ensure maximum benefit to students with any disability/need.	Monitoring indicates Disability/SEN taken into account in organising the environment for learning	Students with disabilities able to access learning environment effectively.
Curriculum delivery/ Delivery of materials in other formats	Continue to ensure that the curriculum is wholly accessible for students with a disability	SEN information available to all staff and further training on implementation and differentiation of curriculum required.	Monitoring indicates differentiation in place targeted at disability/SEN/other nominated students.	Students with disabilities able to access curriculum effectively.
School design for students with disabilities	All areas accessible to students with disabilities.	Any future building to take into consideration any required disability access.	Plans drawn up show clearly how disabled access will be undertaken. The building is fully DDA compatible.	Students with disabilities able to access all physical areas without difficulty.

Feature	Description	Actions	Who
School built over several floors	3 floors	Lifts provide access to all upper floors. Subject to annual maintenance checks.	Premises Team
Corridor Access	Keep corridors as clear as possible ensuring that any use of space is minimised.	Ensure they are designated if required.	Premises Team
Parking Bays	Disabled parking bays in car park in front of the school	Ensure they are designated if required.	Premises Team
Entrances/Ramps	Ramp access is available	Ensure remain in good condition	Premises Team
Toilets	Disabled toilets are available on each floor	Ensure remain in good condition	Premises Team
Emergency escape routes	Safe havens noted in the event of a fire evacuation from an upper storey. Staff to assist with evacuation of disabled people as appropriate.	Ensure reminders issued as part of general H&S training	HR Manager

Action Plan

Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Disabled pupils have access to all parts of the curriculum. Depending on the pupil's needs, reasonable adjustments can be made to the PE curriculum, where particular challenges are presented. These include additional one-to-one support from an additional adult, and an adaptation of sports played.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources will include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.</p>	Regular review of curriculum taking needs of pupils in to account	Inclusion and SEN team, SLT, HoDs	Ongoing
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets • Adjustable tables in classrooms 	Regular review of environment with the needs of pupils in mind	SBM and Premises Manager	Ongoing
Improve the delivery of information to pupils with a disability	<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 and large print resources 	Regular review with all stakeholders in mind	Staff feedback	Ongoing

