 Accessibility Plan 2018-2021

Duties in Part 4 or the DDA require the governing body to plan to increase access to education for disabled pupils in three ways:

* Improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education services
* Improving the delivery to disabled pupils of information which is provided to students who are not disabled
* Increasing the extent to which disabled pupils can participate in the academy curriculum

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| **Objective** | **Strategies** | **Actions** | **By whom and when** |
| To ensure that there are no physical barriers to prevent access to learning and services for pupils with disabilities | As a new academy we are lucky to have had a DDA aware design and build process and provision has been made to ensure ease of access to all spaces. However, we need to continue to survey the building and premises to ensure all parts are accessible to all users | Undertake annual internal and external surveys of the Ocean Academy site (RM and EH and premises governor DTS). Supply any findings and work costings to LAB for consideration from the next budget. | RM and EH and site governor DTS  LAB meeting June each year. |
| To ensure emergency procedures include all Academy users | Review fire evacuation procedures annually or after any incident.  Produce any individual plans for any new student as required (PEEP)  Ensure teachers aware of any PEEP in place and party to the details of the plan. | Review PEEPs to ensure they are in place and reflect actual needs.  Produce new PEEPs as required.  Share PEEP with class teacher and staff in year group.  Share PEEPs with all staff in pupil bulletin and staff briefings. | Principal and site manager  On arrival of new pupil  PEEP |
| To ensure appropriate equipment is provided to support disabled pupils in the classrooms | Provide specialist seating, supports, stools, adjustable tables etc to facilitate full access to the curriculum in classrooms. | Meet with relevant support services (eg Occ Health, Hearing Impaired service, eg) on arrival of new pupil with a disability requiring specialist support equipment. Ensure equipment is stored appropriately and remains in excellent condition. | Principal and SENDCo as required |
| To ensure access for parents/carers/visitors/lettings users with disabilities | Ensure that provision is made at parent consultation evenings and meeting or workshops, student performances and PTA events etc to cater for the needs of all disabled visitors. | Ensure provision is made for wheelchair access at events, disabled car parking is available and any other alternative arrangements that are required for access. | Event Organisers |
| Ensure all students have access to the full curriculum | Ensure teaching locations are suitable for students with disabilities and are appropriately resourced with equipment (to include access to information – large print, ICT and readers, etc) and staff to meet this objective. | Review teaching locations of students with disabilities. | Principal |