



**Ocean
Academy
Poole**

ACCESSIBILITY POLICY 2020-2023

<u>Date of last review:</u>	SEP 2020	<u>Review period</u>	3 YEARS
<u>Owner:</u>	ASPIRATIONS	<u>Ratified:</u>	SEP 20

Accessibility Plan 2020-2023



1. INTRODUCTION

Ocean Academy Poole is an inclusive community that focuses on the wellbeing and progress of every pupil. We value our staff, parents and community.

We value diversity and seek to give everyone in the academy an equal opportunity to learn and progress, taking into account individual needs.

Our guiding principles: **Self-Worth, Purpose, Engagement** allow us to identify and break down possible barriers to learning so that all pupils are focused and able to 'achieve their very best' through our NO LIMITS, NO BARRIERS CURRICULUM.

Ocean Academy aims to be a centre of excellence in learning, where all pupils, including those with disabilities, are supported and challenged to fulfil high aspirations for the present and the future including employment.

The academy's SEND policy and local offer play a substantial role in guiding the school's developing provision for pupils with special educational needs and disabilities. Our Equalities policy also supports accessibility for all.

2. CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive.

In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled pupils can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.

3. AIM OF PLAN

All Ocean Academy pupils will have access to appropriate learning opportunities and will develop the skills to support their learning now and for work in future life. Pupils will be taught at Ocean to demonstrate the empathy and confidence to work with others to achieve a better future.

4. OBJECTIVES

The objectives of this plan are set following an Accessibility audit by the SLT. The audit reviews where we are as a school in line with the three areas specified by the Disability Act and where we need to improve.

5. DEFINITIONS

Definition of Disability (Equality Act 2010): “A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities.”

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of others of the same age, or b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

6. ACCESSIBILITY AT OCEAN

This summarises our work so far in the three areas specified by the Disability Act (see introduction above). The academy is also committed to making reasonable adjustments for individual pupils to ensure all pupils can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

WHAT IS IN PLACE TO SUPPORT THE 3 AREAS OF NEED:

TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL'S CURRICULUM.

Pupils with SEND (special educational needs and disabilities) are given access to the curriculum supported by SEND provision and in line with the needs of the individual.

The school No LIMITS, NO BARRIERS curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

Our Special Educational Needs and Disability Policy and Local Offer outline the provision the school already has in place to support pupils with special educational needs and disabilities (SEND).

This includes:

- a) Identification of SEND at a very early stage, supported by effective IEPs, intervention trackers and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any pupil, including sharing progress reports, medical reports, meeting information.
- c) Listening to pupil and parent/carer views and considering them in all aspects of school life.
- d) Regular training opportunities for staff relating to SEND and appropriate teaching and learning strategies modelled.
- e) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants).
- f) Specific specialist intervention to build skills (particularly for English and maths) in small groups where appropriate.

g) Specialist advice from other professionals (e.g. speech and language therapist, school nurse, educational psychologist, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.

h) Special access arrangements for testing and SATs.

i) Specific target setting and monitoring to ensure all pupils with SEND make at least expected progress and accelerated progress towards their targets in intervention groups.

j) Open door policy for parents to staff with termly reporting and twice a year parents evenings.

k) A structured and dedicated Y2/3 transition programme from our feeder infant schools and Y6/7 to our local secondary schools for vulnerable pupils.

l) Multi-agency support coordinated by the school's SEND team.

TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO ENSURE DISABLED PUPILS ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND OTHER BENEFITS, FACILITIES OR SERVICES PROVIDED OR OFFERED BY THE SCHOOL.

The school environment already incorporates many features to ensure accessibility to pupils with disabilities.

These include:

a) A lift giving access to the first floor.

b) A chair lift on the first floor - one at each set of stairs.

c) All doors are built for ease of access.

d) Ramps next to the steps by the gates.

e) Three disabled toilets, two on the ground floor and one on the first floor.

f) There is a disabled toilet with a hoist in the medical room.

g) There are 3 evacuation chairs around the building and designated refuge points in the event of fire /fire drill. Identified staff have had training to use these chairs.

h) Acoustic tiles have been installed in most areas of the school to reduce noise.

i) Customised furniture and/or equipment is available.

j) Health and Care plans and EHCPs are in place as needed.

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual pupils' needs are met. Similar attention is given to how pupils' needs can be met on out of school visits.

The school carries out an accessibility audit every three years in advance of reviewing this policy.

TO IMPROVE THE DELIVERY OF INFORMATION TO DISABLED PUPILS, SO INFORMATION IS AS AVAILABLE AS IT IS FOR PUPILS WHO ARE NOT DISABLED.

Teachers consider the needs of each SEND pupil and provide accessible learning resources for them. The use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all pupils. Visual and audio information is now as common as written information.

In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
- b) Laptops and other digital technologies.
- c) Coloured overlays for text.
- d) Tactile and kinaesthetic resources.
- e) Readers and/or scribes in exams, where appropriate.

7. RESPONSIBILITIES:

- All staff are responsible for identifying and removing barriers to learning for disabled pupils.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Principal and Vice Principal are responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENCO is responsible for ensuring that all current pupils' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled pupils' needs.

8. REVIEW

This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years.

9. RELATED POLICIES

Equality Policy

Equality Objectives

Special Educational Needs and Disability Policy and Local Offer

Teaching, Learning and Assessment Policy

Behaviour Policy

Accessibility Objectives 2020-2023



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 pupils who are not disabled
- Increasing the extent to which disabled pupils can participate in the academy curriculum

Aim	Objective	Strategies	Impact	By whom and when
Improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education services	To ensure that there is appropriate access into the Academy for all users	<ul style="list-style-type: none"> ● Termly survey the layout of the school for ease of access for disabilities ● Ensure all equipment in the classroom is accessible to all pupils ● Monitor the specialist equipment in line with H and S policy to ensure it is fully functioning and accessible 	The building will continue to be accessible for all	HCS RR HCS RR RM
	To ensure emergency procedures are safe for all academy users	<ul style="list-style-type: none"> ● Review fire evacuation procedures after any incident ● Produce any individual plans for any new pupil as required ● Ensure teachers are aware of any individual plans in place and are 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 PEEPs with all staff.	JQ, LT and RM RR On arrival of new pupil RR
	To ensure any new buildings added to the school site are accessible for all	<ul style="list-style-type: none"> ● Ensure that plans meet accessibility requirements for all users 	The building will continue to be accessible for all	JQ, RM, TM
Increasing the extent to which disabled pupils can participate in the academy curriculum	To ensure pupils have access to specialist and appropriate equipment in the classrooms that meet their individual needs	<ul style="list-style-type: none"> ● Provide specialist equipment on advice from OT, Drs, EP, SALT, VI team, hearing team (seating, supports, stools, adjustable tables etc) to facilitate full access to the curriculum in classrooms ● Ensure learners with specific needs have appropriate equipment that meets their 	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	RR

		needs (large print, overlays, IT audio systems)	equipment is stored appropriately and remains in excellent condition.	
	Ensure all pupils have access to the full curriculum	<ul style="list-style-type: none"> • Ensure classrooms are suitable for pupils with disabilities and are appropriately resourced to deliver the curriculum (interactive resources, visual timetables, key vocabulary, scaffolding models, etc) • Ensure IEPs provide guidance on what resources and teaching approaches will support children with disabilities and specific needs • Teachers plan and differentiate / scaffold work as needed 	<p>Teaching targeted to meet pupils individual needs to allow for progress</p> <p>Book looks and monitoring in all subject areas show appreciate planning and feedback</p> <p>All pupils have access to teacher time (not always a TA)</p>	<p>HCS and RR</p> <p>JQ, LT, RR, HCS, YGL</p>
	Ensure that all pupils and families are welcomed into the academy by all of its community and that everyone is treated fairly and with respect	<ul style="list-style-type: none"> • Listen to the views of parents and pupils with regards to how they are treated by others within the community • Action immediately any issues that challenge inequality • Support the Academy community with school values that promote respect for all • Ensure the PSHE curriculum is implemented to the highest standard and that daily life in the academy promotes key PSHE messages • Provide assemblies that challenge attitudes to disabilities and equality 	Everyone will feel welcome and safe within the Academy community	SP ED JQ HCS LT

Improve the access to academy information for SEND parents	To ensure parents can access information about their child so it accessible to all	<ul style="list-style-type: none"> ● Ensure that provision is made at parent consultation evenings, meetings or workshops to ensure that parents with specific needs have access to the information shared ● To ensure there is provision made for parents with EAL to access any information where requested in their own language ● To investigate how the website is accessible to all within the community 	Information shared about learning to pupils families is accessible to them	JQ KJ JB RR
	To ensure access for parents /carers/visitors/lettings users with disabilities at all events	<ul style="list-style-type: none"> ● Ensure that provision is made at parent consultation evenings and meeting or workshops, pupil performances, open evenings and PTA events etc to cater for the needs of all disabled visitors 	Users with disabilities will have equal access to these events	teacher in charge of the event