



**ASPIRATIONS**

# Accessibility plan

OCEAN ACADEMY

[Insert academy name and update version control information as appropriate to the academy]

Version control	
May 2021	Revised and amended template

Date of next review:	May 2024	Owner:	Trust Safeguarding Lead
Type of policy:	Outline template	Approval level:	Executive Operational Board

## Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	6
5. Links with other policies and Review	6

---

## 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.

## 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 school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are an inclusive school and aim to ensure that appropriate and reasonable adjustments are made to the curriculum and the physical environment to ensure that all pupils are able to thrive within our academy.

The Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

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 and will work with the Aspirations Regional Facilities Manager and the Local Authority SEND department to support this.

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

We have included a range of stakeholders in the development of this accessibility plan, including governors, staff, parents, students, visitors.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 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, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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.

### 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>Additional adults are in place to support access as needed</li> <li>Teachers scaffold in planning to support all students</li> </ul>	To ensure there is appropriate access for new starters to the academy	<p>Curriculum lead and Year group lead regularly monitor the quality of access for all in collaboration with the SENCO</p> <p>Senco to monitor T and L for students with disabilities</p>	<p>Year Lead / Curriculum Lead</p> <p>SENCO</p>

	<ul style="list-style-type: none"> <li>Engage with outside professionals as needed</li> <li>IEPS are in place and regularly reviewed</li> </ul>			
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"> <li>Ramps</li> <li>Elevators</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Library shelves at wheelchair-accessible height</li> <li>equipment purchased in line with external professional advice</li> <li>Regular Health and Safety inspections to ensure a safe environment for all</li> <li>Evacuation procedures are mindful of the needs for all students</li> </ul>	<p>To ensure the environment remains safe and accessible for all users</p> <p>All staff to be appropriately trained.</p>	<p>continue with regular health and safety environment walks</p> <p>All equipment checks are up to date</p> <p>CPD log for SMART LOG in place and SENCO to ensure staff have the correct training to support students with disabilities ie SALT, Physio, OT</p>	<p>Principal, Site Manager, H and S lead from Aspirations, Facilities manager</p> <p>Site Manager</p> <p>Facilities Manager</p> <p>SENCO</p>
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"> <li>Internal signage</li> <li>Large print resources</li> <li>Braille</li> <li>Induction loops</li> <li>Pictorial or symbolic representations</li> <li>Support parents who have disabilities to access the academy</li> <li>Additional time to complete or process tasks</li> </ul>	<p>All information is accessible to all students and in particular parents</p>	<p>Additional adults to meet regularly with parents</p> <p>Academy to send out parent, staff and pupils voice regularly</p> <p>Invest in further reading books / library books that include positive role models or adaptive text</p>	<p>SENCO</p> <p>Principal</p> <p>SENCO / English Lead</p>

	<ul style="list-style-type: none"> <li>• Additional adults in place as needed</li> <li>• Take advice from external professionals as needed</li> <li>• Use IT equipment</li> </ul>			
--	---	--	--	--

## 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 the Executive Operational Board.

## 5. Links with other policies and Review

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
- Teaching, Learning and Assessment Policy
- Behaviour For Learning Policy

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