



# ASPIRATIONS

## Accessibility plan

Oriel Academy West London

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### 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: the facilities Central Team, pupils, parents, staff of the school.

## 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.

### 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	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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> </ul>	<ul style="list-style-type: none"> <li>• Staff Training for SALT</li> <li>• Staff Training for EHCP needs</li> <li>• Provide training during Insets</li> <li>• SENCO to audit resources of learning aids for pupils</li> <li>• Monitoring &amp; Triangulation meetings</li> <li>• Integrate pupils with an EHCP into mainstream activities</li> <li>• Monitor EHCP / SEN children accessing clubs</li> </ul>	<ul style="list-style-type: none"> <li>• CPD Audit</li> <li>• Standards Tracker – professional development of staff</li> <li>• Inset schedule of training</li> <li>• SENCO Audits</li> <li>• Development of PM sessions to ensure pupils with EHCP's and specific learning plans have daily access to learning plan interventions which combine curriculum and learning interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• SENCO</li> <li>• LSA's</li> <li>• Class Teachers</li> </ul>	Sept 2022	<ul style="list-style-type: none"> <li>• Results</li> <li>• Clubs Analysis shows increase in uptake of clubs</li> <li>• All children can access the curriculum</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>• Corridor width</li> <li>• Disabled parking bays</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure there are no physical barriers to prevent access to learning and services</li> <li>• Induction loop installed</li> </ul>	<ul style="list-style-type: none"> <li>• DFM to review the building with Site Manager</li> <li>• Undertake external and internal site survey</li> </ul>	<ul style="list-style-type: none"> <li>• Site Manager</li> <li>• District Facilities Manager</li> <li>• SBM</li> </ul>	Sept 2022	<ul style="list-style-type: none"> <li>• All services are in good working order</li> </ul>

	<ul style="list-style-type: none"> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>					
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> </ul>	<ul style="list-style-type: none"> <li>• Ensure there are no physical barriers to prevent access to learning and services</li> <li>• EPSL provide yellow paper, exercise books etc.</li> <li>• Induction loop installed</li> <li>• SEN resources are audited and ordered when needed</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO to plan resources and equipment depending on needs</li> <li>• Staff training</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• SENCO</li> <li>• LSA's</li> <li>• Class Teachers</li> </ul>	Sept 2022	<ul style="list-style-type: none"> <li>• All children can access the curriculum</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

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