

Accessibility Plan

Ormiston Queensmill Academy



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 children can participate in the curriculum

- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Ormiston Queensmill Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind. Ormiston Queensmill Academy aims to provide a kind, caring and inclusive environment where all children are valued, listened to, and treated with respect. As an autism specific school, inclusion is integral to its ethos. Although mobility difficulties are not the main area of needs for autistic young people, they all face challenges with processing sensory information. Ensuring that the environment and the curriculum is adjusted to meet the variety of needs of the cohort of students is at the heart of Ormiston Queensmill Academy's core practice.

The plan will be made available online on the academy website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

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.

Academies are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child 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
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"> • Low arousal colour scheme across school • Walls and floors insulated to reduce noise • Signage in words, Makaton and braille • Visual supports and communication aids accessible around school • Use of workstation screens • Elevators • Access to a range of sensory spaces around school • Wide corridors • Car park for school transport • Disabled toilets, showering and changing facilities 	<p>Short term objectives: Ensure expectation on keeping the physical environment clean and tidy are communicated to staff</p> <p>Medium term objectives: Repair all sensory and play spaces across school that are currently damaged</p> <p>Long Term objectives: Consider new intervention, quiet spaces for children around school</p> <p>Ensure the school environment is suitable for children with a range of physical needs</p>	<p>Ensure classrooms and corridors remain clutter free and clean as per low arousal principles</p> <p>Visual supports and communication aids to be available throughout the school building including the playground</p> <p>Sensory spaces and equipment to be well maintained</p>	<p>Class teachers, cleaning and site care team</p> <p>Amy-Rose McClean</p> <p>Caroline Bulmer, site care</p>	<p>Daily</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Classrooms and corridors to be regularly cleaned and tidied</p> <p>Visual signage on keyrings, specific to playground, to be given to all class-based staff</p> <p>All sensory spaces to have a full complement of working equipment and repairs to be complete where needed</p>
Improve the delivery of information to children with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes:	<p>Short term objectives: Ensure all signage is clear and accessible to children</p> <p>Ensure teachers are appropriately differentiating</p>	Visual supports and objects of reference to be updated in the dining hall to support dinner times and transitions	Caroline Bulmer	Ongoing	Children to have access to clear visual supports so lunch times are calm and settled

	<ul style="list-style-type: none"> • Internal signage using words, Makaton and braille • Large print resources • Use of Makaton and/or visual supports on all resources • Pictorial or symbolic representations throughout the building 	<p>resources for children in sessions</p> <p>Medium term objectives: Ensure all staff receive training in Total Communication so they are able to better support children</p> <p>Long Term objectives: Ensure some key staff members receive Sign-along training and a plan is put in place to disseminate this across the staff body</p>	<p>Total Communication training to be delivered to all teachers and TAs</p> <p>Staff to be trained in Makaton</p>	<p>Amy-Rose McClean, Neeta Singh</p> <p>Silvia Bortolotti</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All staff to have received Total Communication training and be confident in delivering and facilitating it</p> <p>Staff to be trained in Makaton weekly through staff briefings</p>
Increase access to the curriculum for children with a disability	<p>Our school offers an individualised and differentiated curriculum for each child:</p> <ul style="list-style-type: none"> • Use of bespoke and differentiated resources • Individualised termly targets focused on academic learning, social communication and emotional regulation (based on SCERTS framework) 	<p>Short term objectives: Ensure staff are confident in their delivery of the curriculum</p> <p>Medium term objectives: Ensure staff receive all the appropriate training to deliver the curriculum</p> <p>Review and update the current curriculum offering</p> <p>Long Term objectives: Look at new approaches and interventions that could improve the</p>	<p>Ensure all staff have attended all relevant training in autism and interventions we use at OQMA</p> <p>Regular phase meetings where curriculums can be</p>	<p>Neeta Singh, SLT</p> <p>Phase leaders</p>	<p>Ongoing</p> <p>Half termly</p>	<p>All staff to have attended essential trainings (Safeguarding, medical needs, TEACCH, Sensory Integration, Total Communication, Team Teach)</p> <p>All staff to have a training programme in place.</p> <p>All teachers to attend half termly phase meetings with their phase leader. Teachers to be confident in their delivery and</p>

	<ul style="list-style-type: none"> • Bespoke curriculum resources based on strengths and special interests of children • Children have access to a range of specialist support including SALT, OT, Creative Arts and PE staff 	curriculum for children at Queensmill	reviewed and resources co-created			differentiation of the curriculum
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6. Links to 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