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Administration



Accessibility Policy

BACKGROUND INFORMATION	
Statutory document or not	Yes
Author	David Walton, Finance Director Kirsty Allard, SEN Co-ordinator
Last review and publication date	January 2016
Related documents i.e. legislation etc.	Equality Act 2010: Schedule 10, Paragraph 3 Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools)(England) Regulations, 2005
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Subject	Accessibility Plan
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Jan 15	Review of document – minor amendments	David Walton – Finance Director Kirsty Allard – SEN Co-ordinator	All staff, pupils and Governors
March 18	Review of document – Change in SENCo.	David Walton – Finance Director Kirsty Allard – SENCo.	All staff, pupils and Governors

Contents

1	Introduction	Page 4
2	Definition of disability	Page 4
3	Key objectives	Page 4
4	Principles	Page 4
5	Activity	Page 5
	5.1.1 Delivery of the curriculum	
	5.1.2 Physical environment	
	5.1.3 Provision of information in other formats	
6	Linked policies	Page 6

1 Introduction

- 1.1 This policy has been adopted by the Governing Body of Ormiston Maritime Academy on 22 March 2018..
- 1.2 This policy / plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfEs in July 2002.

Equality and Diversity : All policies are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, age, religion / belief or political / other personal beliefs.

2 Definition of Disability

- 2.1 Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

3 Key Objective

- 3.1 To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

4 Principles

- 4.1 Compliance with the DDA is consistent with the Academy's aims and equal opportunities policy, and the operation of the school's SEN policy;
- 4.2 The Academy recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
 - not to treat students with disabilities less favourably
 - to take reasonable steps to avoid putting students with disabilities at a substantial disadvantage
 - to publish an Accessibility Plan.
- 4.3 In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).

- 4.4 The Academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- 4.5 The Academy provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
- setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

5 Activity

- 5.1 The Academy has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

5.1.1 *Delivery of the curriculum*

Academy staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The Academy will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

5.1.2 *Physical environment*

The Academy, as a new build, has endeavoured to design all areas to ensure full compliance with the relevant legislations, in terms of ease of access for users with physical and sensory impairments.

In particular:

- Every teaching space is accessible to all students and adult users.
- Accessible seating has been provided in all dining areas.
- Accessible and ambulant toilet facilities are available.
- Individual 'Personal Emergency Plans' are produced with each student requiring same.
- Safe emergency evacuation refuge points have been identified for all student/adults requiring same.

5.1.3 *Provision of information in other formats*

The Academy is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

6 Linked Policies

- 6.1 This Plan will contribute to the review and revision of related Academy policies, e.g.
- Academy Improvement Plan
 - Staff Development Plan
 - SEN Policy
 - Equal Opportunities Policy
 - Curriculum Policies
 - Health & Safety Policy
 - Educational Visit Policy