



# Ousedale School

Be Kind | Work Hard | Succeed Together

## Accessibility plan

<b>Approved by:</b>	Finance and Premises	<b>Date:</b> 29 <sup>th</sup> June 2022
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<b>Last reviewed on:</b>	29 <sup>th</sup> June 2022
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<b>Next review due by:</b>	June 2025
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## 1.0 Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life, as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school. Ousedale School recognise the need to provide adequate resources for implementing plans and will regularly review them.

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 e.g. Milton Keynes authority.

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 pupils, parents/carers, staff, governors and relevant available partnerships.

## 2.0 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.

## 3.0 Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

- a. Improve and maintain access to the physical environment of school. This covers improvements to the physical environment of the school and physical aids to access education.
- b. Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure students with a disability are as equally prepared for life
- c. Improve the delivery of written and verbal information to pupils, staff, parents and visitors with disabilities.

- a. Improve and maintain access to the physical environment of school. This covers improvements to the physical environment of the school and physical aids to access education.

Aim	Strategy/Good Practice	Success criteria	Timeframe
<p>Continue to ensure that students and staff are not disadvantaged by being unable to access parts of the site. However, it must be recognised the Newport Pagnell campus does not have complete wheelchair and disability access, unlike the Olney campus that is designed with complete wheelchair access in mind. The environment is adapted to the needs of the pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts (Olney campus)</li> <li>• Corridor width</li> <li>• Disabled toilets</li> <li>• Classroom furniture</li> <li>• Hazard identification for the visually impaired</li> </ul>	<p>Strive to adapt the Newport Pagnell site to allow proper access rather than to accommodate students from Newport Pagnell at the Olney site for reasons of disability. Adapt the timetable accordingly to suit all needs where reasonably possible. Site team respond quickly and effectively at a personal and individual level to ensure that every possible reasonable adjustment which will help students is made. In particular, they are involved at pre-visit and induction level in getting to know students with difficulties.</p>	<p>Ensuring all are able to access a full curriculum.</p>	<p>Ongoing</p>

- b. Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure students with a disability are as equally prepared for life.

Aim	Strategy/Good Practice	Success criteria	Timeframe
Offer a differentiated curriculum for all pupils	Reasonable adjustments have been made for pupils with disabilities to access all aspects of the curriculum in all key stages. The curriculum is reviewed annually to ensure it meets the needs of all pupils.	Any substantial disadvantage that a disabled student faces in comparison with non-disabled pupils is alleviated.	On-going and as required
We use resources tailored to the needs of pupils who require support to access the curriculum	Appropriate funding, resources and access arrangements are provided for all pupils in lessons and applied for external and internal exams. For example the provision of an auxiliary aid, Scribe, reader etc.	Greater involvement of disabled pupils within the taught and additional curriculum e.g. clubs/ sporting events/ trips	On-going
Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs	Focused learning walks/dips observations/ book scrutiny of disability students across the school. Analysis provided for identified groups to support with progress.	All groups of students make similar progress.	Ongoing

c. Improve the delivery of written and verbal information to students, staff, parents and visitors with disabilities.

Aim	Strategy/Good Practice	Success criteria	Timeframe
All staff to use appropriate materials in lessons that enable those with disabilities to fully access the curriculum.	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	Barriers to learning associated with the delivery of written information are mitigated. Some students using ICT to support learning.	Ongoing

#### 4.0 Temporary Incapacity

Pupils who are obliged to use crutches or other mobility aids are supervised by the Health Co-ordinators at Newport Pagnell and at Olney. The following is a common support pattern:

- Risk Assessment
- Reception registration
- “Five minute release” – student and friend move from room to room five minutes before/after main groups
- Risk Assessed by Health Co-ordinator- return to normal procedures
- In exceptional circumstances students may be allowed to work in the PILC (Personalised and Inclusive Learning Centre) if mobility is severely restricted.

#### 4.1 Newport Pagnell Site Challenges

The age of the Newport Pagnell site is still recognised as being unhelpful in fulfilling obligations towards pupils, staff and parents/carers with disabilities involving mobility.

Some departments have no ground floor rooms. Sensitive timetabling is used to alleviate this for some students, but relies on no more than one student with mobility problems being in each year group, which is the current level of need, although other parents seeking Year 7 transfer could reject Ousedale because of this difficulty. It is recognised that where staff are not teaching in their usual rooms there are difficulties in transporting equipment at speed and in delivering lessons in unfamiliar areas.

Other curriculum difficulties are that specialist computer rooms can be on the first floor. In addition, many routes are possible for people with mobility difficulties but not desirable, in that they take very long distances around the site to obtain access.

### 5.0 Implementation

#### 5.1 Management, co-ordination and implementation

The SENDCO should be responsible for monitoring the implementation of all classroom and written media improvements identified.

The Site Manager should monitor improvements to the built environment needed.

This plan should be discussed with the MK SEND team, where it arises directly from the needs of individual students, and where it arises from general concerns about the needs of the community and the entitlements of all, including potential pupils, staff and parents.

## **6.0 Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be reviewed and approved by the Governors' Finance and Premises committee.