

Author	Rachel Mason	Target group	All employees, consultants and volunteers
Issued	September 2021		
Approved by	Education Executive Team	Next review	September 2023

Oxford Spires Academy Accessibility Plan

Date: November 2021

Purpose completely

This Accessibility Plan is designed to ensure that Oxford Spires Academy complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

This plan is made available on the school's website and is also available in large print or other accessible formats if required.

Duties on the school

- Not to discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website.

Reasonable adjustment duty

The school is committed to making reasonable adjustments* to allow pupils and adults with disabilities to access the educational provision and related services at the school.

We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

Planning duty

- There are three strands to the planning duty:
- increasing physical access
- increasing access to the curriculum
- increasing access to written information.

Increasing physical access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

**The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.*

Increasing access to the curriculum

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing access to written information

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example, in Braille, audio tape or large print formats, and the provision of information orally.

Communication with parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

Accessibility Audit

At Appendix 1 is an accessibility audit relating to the above three planning duty areas which we have completed prior to completing the Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Education Director will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every two years.

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 Education Needs (SEN) Information Report
- Disability Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audit

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
1. Culture and ethos –policies and practices				
1.1 Everyone made to feel welcome, including those with physical disabilities or sensory impairments	No Issues Identified			
1.2 There are high expectations of all pupils and staff	No Issues Identified			
1.3 All staff, Local Governors and pupils share a philosophy of inclusion	No Issues Identified			
1.4 Pupils equally valued	No Issues Identified			
1.5 Staff seek to remove all barriers to learning and participation	No Issues Identified			
1.6 Lessons made accessible to all students	No Issues Identified			
1.7 We make the best use of teaching assistants (LSAs, HLTAs)	No Issues Identified			

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
2. Staff training				
2.1 We ensure that staff are familiar with technology and practices developed to assist people with disabilities	No Issues Identified			
2.2 We ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability	No Issues Identified			
2.3 Staff are aware of how classrooms should be optimally organised for pupils with a disability	No Issues Identified			
2.4 Staff receive training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities	No Issues Identified			

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
3. Provision of written information				
3.1 Provisions are made for making information available to all people who may need access to goods, services and facilities	Visually impaired students cannot read all signs as they are not in Braille	No as reasonable adjustments are made		
3.2 We provide access to computer technology appropriate for pupils and adults with disabilities	No Issues Identified			
3.3 We provide access to internet resources appropriate for pupils and adults with disabilities	No Issues Identified			
3.4 We ensure that information is presented to groups in a way which is user-friendly for pupils and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams	No Issues Identified			
3.5 We have the facilities to produce written information in a variety of font sizes	No Issues Identified			
3.6 We make use of RNIB guidelines formats (RNIB guidelines may be obtained from www.rnib.org.uk)	No Issues Identified			

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
4. The physical environment <i>Consider all the areas to which pupils should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.</i>				
4.1 There any physical structures such as doorways, steps and stairs which may act as barriers for pupils and adults who use wheelchairs	The Reuben Business centre lift is not a swipe lock	Yes	Physical Environment, independent access as other students are needed to assist with the key	Estates Manager in liaison with OCC contacts with regard to financial assistance with costs involved changing lock to a swipe card
4.2 There toilet facilities and showers are accessible to wheelchair users	No Issues Identified			
4.3 There are safe pathways of travel around the school site and parking arrangements	No Issues Identified			
4.4 There is no decor which may be confusing or disorientating for pupils and adults with a disability with a visual impairment, for example floors and walls which are the same colour	No Issues Identified			
4.5 Signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little	No Issues Identified	No	Communication Visually impaired students affected, but designated TAs are there to assist.	

contrast between lettering and background, or with font which is too small to be easily visible				
4.6 There is accessible storage to enable pupils and adults with a disability to access aids and equipment	No Issues Identified			
4.7 There are arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment	No Issues Identified			
4.8 There are non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc	No Issues Identified			
4.9 Emergency and evacuation systems include alarms with both visual and auditory components	No Issues Identified			

Appendix 2: Accessibility Plan template

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

Aim: Increase access to the curriculum for pupils with a disability	
<p>Current Good Practice</p> <p><i>Include established practice, and practice under development</i></p>	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils
<p>Objectives</p>	<p>State short, medium, and long-term objectives</p> <p>Short time:</p> <p>1.1 All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>1.2 Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students</p> <p>Medium Term</p> <p>2.1 Ensure that we have succession planning in place for every specialist role within Learning Support and Pastoral Team so that we will always have the expertise required within the team despite changes to staff.</p> <p>Long Term</p> <p>3.1 Specific subjects must adapt their curriculum to suit the needs of all learners. This should include accessibility of equipment and activities.</p>
<p>Actions to be taken</p>	<p>1.1 Curriculum continually adapted in response to changing needs as informed by the SENDCO</p> <p>1.2 Plan and deliver bespoke training opportunities with outside agencies when the need arises</p>

	<p>2.1 Further professional learning needs identified. Whole school.</p> <p>3.1 Recommendations from Occupational Health and Physiotherapy services are actioned. Alternative and adapted equipment to be purchased if necessary.</p>
Person responsible	<p>1.1 SENDCO to oversee</p> <p>1.2 SENDCO to oversee</p> <p>2.1 SENDCO to oversee</p> <p>3.1 SENDCO and head of faculties</p>
Date to complete actions by	<p>1.1 Ongoing</p> <p>1.2 Ongoing</p> <p>2.1 September 2022</p> <p>3.1 Ongoing</p>
Success criteria	<p>1.1 Students making expected or better progress. Learning Walks to ensure the measures are being put in and embedded into lessons.</p> <p>1.2 Staff are confident at using suggested strategies, students benefit from an adapted delivery of the curriculum appropriate to needs</p> <p>2.1 Staff training and qualifications in place to ensure the learning and physical needs of ALL students are met.</p> <p>3.1 ALL students access 100% of PE lessons regardless of activity or subject matter</p>

Aim: Improve and maintain access to the physical environment	
<p>Current Good Practice</p> <p><i>Include established practice, and practice under development</i></p>	<p>Explain your school's approach here.</p> <p>Example:</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • High visibility strips to mark stairs, hand rails and vertical post
Objectives	<p>State short, medium, and long-term objectives</p> <p>Short Term</p>

	<p>1.1 Students with specific needs have all the appropriate equipment and furniture</p> <p>1.2 Personal Evacuation Emergency Plan for identified vulnerable students</p> <p>1.3 Timetables for identified students are continually checked to ensure designated classrooms in each subject area accessible both in size and positioning in the school building i.e. wheelchairs users not timetable in inaccessible classrooms or upper floor classrooms without a lift access</p> <p>Medium Term</p> <p>2.1 To continually maintain yellow warning strips on vertical posts, steps and handrails to support students with Visual Impairments.</p> <p>Long Term</p> <p>3.1 To ensure that all new and existing buildings and rooms allow independent access for all e.g. CUE Space</p>
<p>Actions to be taken</p>	<p>1.1 Purchase of specialised furniture and equipment to enhance the school environment.</p> <p>1.2 Develop PEEPs for specific students. LSA's informed of which students they are responsible for an emergency situation. PEEPs forms are stored with emergency register held by SEND lead and brought to the evacuation point.</p> <p>1.3 Staff are continually informed and updated of all students with mobility issues and create a suitable timetable to meet their need.</p> <p>2.1 All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round</p> <p>3.1 New plans to be closely monitored. Ensure total compliance with building and Disability Discrimination Act regulations.</p> <p>3.2 Increase the number of automated doorways and access to classrooms for students who would ordinarily rely on support to open doors.</p> <p>3.3 Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users.</p>
<p>Person responsible</p>	<p>1.1 SENDCO, Therapists</p> <p>1.2 SENDCO, Site Manager</p> <p>1.3 SENDCO and Data Manager</p> <p>2.1 Site Manager</p> <p>3.1 SENDCO and Site Manager</p> <p>3.2 SENDCO and Site Manager</p> <p>3.3 SENDCO and Site Manager</p>

Date to complete actions by	<p>1.1</p> <p>1.2 Jan 2022</p> <p>1.3 Annually</p> <p>2.1 Ongoing</p> <p>3.13.2 3.3 To Be Discussed</p>
Success criteria	<p>1.1 Appropriate adaptations made</p> <p>1.2 Identified students are aware of their PEEP. Completed PEEPS in place for all identified students</p> <p>1.3 All identified students are timetabled in appropriate classrooms to meet their needs</p> <p>2.1 All students with VI are able to navigate successfully around the school site safely</p> <p>3.1 All students are able to independently access all areas of the school both internally and externally</p> <p>3.2 Students are able to independently navigate the whole building unaided. With the exception of upper levels without a lift in operation.</p>

Aim: Improve the delivery of information to pupils with a disability	
<p>Current Good Practice</p> <p><i>Include established practice, and practice under development</i></p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • British Sign Language
Objectives	<p>Short Term</p> <p>1.1 Investigate and research needed to provide HI student with an alert device. Allowing access to all school alerts, to include fire alarms and intruder alarms.</p> <p>Medium Term</p> <p>2.1 All sound field systems have been serviced and operational</p> <p>2.2 Mobile hearing loop system in all large rooms/venues within the school site</p> <p>Long Term</p> <p>3.1 Flashing alarms/alerts for HI students</p>

Actions to be taken	<p>1.1 A suitable device to be agreed with the school and student that will allow SMS alert direct to the student. In times when they are without an adult or fellow student to alert them of alarm. This will also benefit them to increase their independence.</p> <p>2.1 All Curriculum areas be adequately covered</p> <p>2.2 Hall and conference centre covered with hearing loop systems</p> <p>3.1 Flashing alerts are installed to work with current audio bell system</p>
Person responsible	<p>1.1 Company installing and Site Manager</p> <p>2.1 SENDCO and Site Manger</p> <p>3.1 Site manager and Team</p>
Date to complete actions by	<p>1.1 TBC</p> <p>2.1 TBC</p> <p>3.1 TBC</p>
Success criteria	<p>1.1 Student and Site team to be confident that alerts are clear and students can become more independent</p> <p>2.1 Improved systems across the school will support students with HI more effectively.</p> <p>3.1 All students with HI are able to access all alerts.</p>