

Orchard Academy Accessibility Policy and Plan 2017-18

Introduction

This plan is compliant with current legislation as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Definitions

Disability

The Disability Discrimination Act (DDA) of 1995 uses a very broad definition of disability “A person has a disability if he or she has a physical or mental impairment that has a substantial and long term negative effect on his or her ability to carry out normal day to day activities.”

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Education and associated services

This is a broad term which covers the whole life of the School. “It covers not only the curriculum, teaching and learning but school clubs and activities, break and lunchtimes, school sports, school policies, interaction with peers, assessment arrangements and preparation of leavers for their next phase of education.”

Our school’s objectives are:

- To increase the extent to which disabled persons (as broadly defined by the DDA) can access and participate in the curriculum.
- To improve the School’s physical environment so that disabled persons can take better advantage of education, benefits, facilities and services provided.
- To improve to availability of accessible information to disabled pupils.

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Principles

1. Compliance with the DDA is consistent with the School's aims. Governors and Staff will have regard for its aims and above objectives when carrying out their duties.
2. The School will therefore endeavour to not treat disabled persons less favourably; and take reasonable steps to avoid putting disabled persons at a substantial disadvantage because of their disability.
3. Reflect the anticipated and actual needs of the School's community in its broadest definition and the needs will be ascertained through discussion with the School's SENCo and Inclusion Team.
4. The School recognises that disabled individuals, parents of disabled pupils and voluntary organisations working with the disabled will have knowledge and experience that can help inform the School's actions.
5. The School will continue to seek the advice of LA services, such as Specialist Teacher Advisors and SEN Inspectors/Advisors, and of appropriate health professionals.
6. The School will annually update the Accessibility Plan and review the policy in accordance with current DFE Guidelines (every three years.)

This policy and plan will contribute to the review and revision of related school policies. For example:

School Improvement Plan

SEND Policy

Equality Policy

Behaviour Policy

Inclusion Policy

Policy Date: October 2017

Review Date: October 2018

Adopted By Governors: November 2017

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Objective	Strategy	Timescale	Outcome
Governors and staff understand the implications of the Equality Act 2010	Staff Inset/Meeting	On-going	All staff and Governors will show an awareness and knowledge of the legal requirements.
Review school internal and external environment to ensure accessibility for all.	Audit school environment, surfaces and signage e.g. ensure surfaces are flat around school, allowing for wheelchair access and continually update markings for the Visually Impaired.	On-going	Flat surfaces and ramps will be in place and signage will be improved to suit current needs of all pupils and adults.
Review curriculum and resources so that we have appropriate provision and equipment in school.	Audit school provision and resources in accordance with current needs of pupils and adults e.g. sloping desks, appropriate lighting, ability to offer full access to ICT, to cater for the full range of disabilities. Specialist Teachers, Physiotherapists invited into school as required to offer advice and guidance on supporting children accessing the curriculum.	On-going	Pupils are more able to access the curriculum regardless of their need.

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Objective	Strategy	Timescale	Outcome
Continue to monitor standards and achievements of all groups of children attending our school to ensure that all children attain as highly as possible across all areas of the curriculum.	Check tracking data, evidence from lesson observations, pupil progress meetings and subject leader monitoring.	A continuous process	Evidence shows inclusion across all areas of the curriculum and that standards attained are in line with all children in the school.
Physical, mental and special medical needs of all children and staff who come into school on a regular basis is shared with adults who will be working with the children.	Principal and SENCo to carry out audit of children's accessibility needs.	On-going	Appropriate arrangements made to ensure access and inclusion of children and adults regularly attending school.
Awareness of parents/carers with disabilities so that appropriate support arrangements can be made if required.	Modify school admissions forms to ask e.g. "do you require any additional assistance from the School at home."	On-going	Awareness of disabilities needing to be catered for by the school to ensure equality.
Increase the accessibility of PE activities and trips for children with disabilities.	PE staff to audit equipment to ensure that provision supports activities that develop agility and strength with specialist equipment. Explore suitable coach companies that provide disability access.	On-going	Increased access for all children with disabilities across the curriculum. More specialist equipment used within the school.

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