



ACCESSIBILITY PLAN

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V7	February 2025	L Barker	Minor wording changes Reference to Inclusive classrooms Included subject and class teacher and Head of Department responsibility in the access to curriculum action plan (previously just SENDCos).

Outwood Grange Academies Trust Accessibility Plan

Vision and Values

Outwood Grange Academies Trust has high ambitions for all its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of academy life. The academy strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

In terms of access, Outwood Grange Academies Trust aims to:

- Improve the achievement of students and children
- Improve the quality of teaching and learning (including behaviour and safety of students and children)
- Improve the quality of leadership and management
- Prevent disabled children from being treated less favourably than others
- Ensure the facilities available enables access to the academies for disabled children and their accessibility plan shows how they plan to improve access progressively over time

Accessibility Strategy

This statement sets out the ways in which Outwood Grange Academies Trust provides access to education for students with a disability.

A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)
- in the Equality Act (2010) 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months

Outwood Grange Academies Trust's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010) and SEND Code of Practice (2015).

Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Students and Parents
- Admissions

The Board of Outwood Grange Academies Trust supports the: Equality Act (2010); Disability Responsibilities related to the Children & Families Act (2014); Special Educational Needs and Disability Regulations (2014). The Trust are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided. The Trust will review access to the physical environment of all of its academies for students with disabilities.

Evacuation Procedures

Each academy will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the student and parents/carers and if they will be in the student's Special Educational Needs (SEN) file if they have SEND or within secure software systems. A Personal Emergency Evacuation Plan (PEEP) will be created for students with additional needs/disabilities. Academies will have appropriately trained staff as and when EVAC chairs are fitted.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students, regardless of disability, should have access to the full National Curriculum, adapted to take account of access and learning needs. Access to the curriculum is a key area for consideration at the stage of admission to the academy, transition within the academy or when a disability is presented. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

The Trust's Information Communication Technology (ICT) network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with Specific learning difficulties, literacy and/or reading difficulties.

In constructing the academy's timetable, the Trust will give consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. The academy will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment and approval, as required. Equal access to the curriculum is provided by quality first teaching in the classroom, through our Universal Inclusive Classrooms, which outlines inclusive strategies and adjustments that are vital for some but useful all across the four broad areas of need.

Students at our academies have always been able to participate fully in the wide range of extra-curricular activities offered, consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities
- Excursions and trips

The unsuitability of any event and the need for additional support can be discussed fully with parents/carers in advance.

Information for Parents/Carers and Students

Parents/Carers are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews. If the child has a Special Education Need as well as a Disability, the provision and strategies will be detailed in a SEND Support Plan (see SEND Policy and SEND Information Report on the academy website). Large print format materials and BSL interpreters can be made available, where need has been identified.

If either student or parents/carers have difficulty accessing information normally provided in writing by the academy as worksheets, homework or newsletters then the academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility:

- Academy Admissions Policy
- Equality and Diversity Policy
- Local Authority Admission Policy
- Local Authority Formal Consultation documentation for students with an EHCP
- Positive Discipline for Learning and Life (Primary/Junior, Secondary and Post-16)
- SEND Policy
- SEN Information Report
- Supporting pupils with medical conditions (Primary/Junior, Secondary and Post-16)

All other policies will acknowledge the requirements of the policy.

Improving Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>Access: To be aware of the access needs of all students / children, staff, governors and parents/carers</p> <p>Ensure all staff & governors and other volunteers / visitors to the academy are aware of access issues</p>	<p>Gather data around access needs at the point of transition from year 6 or, at the very least, when a child begins at the academy</p> <p>Determine access plans within the risk assessment and/or individual health care plan for individuals as required</p> <p>Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy</p> <p>Include the students that have accessibility needs are relayed to staff as part of induction</p>	<p>Annually or as required</p> <p>September (annually)</p> <p>As required</p>	Principal	Individual, relevant and current information is gathered and shared as required so that all needs are met
Ensure everyone has access	Ensure that nothing is preventing access for all	Daily check to ensure the entrance area is clear of obstructions	Reception staff	All visitors feel welcome
Maintain safe access for all	Check exterior lighting is working on a regular basis	Ongoing checks	Business Manager and Site Manager	Everyone feels safe and can gain access safely into the school grounds
Exits: Ensure all people with disabilities or impairments can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled students	As required	Site Staff and SENDCo	All students and staff working with them are safe

<p>Evacuation Chairs: Ensure there are EVAC chairs correctly fitted on stair wells that require this. Along with appropriately trained staff</p>	<p>Ensure the EVAC chairs are fitted and checked</p> <p>Ensure the academy have sufficient staff EVAC trained</p>	<p>As required</p>	<p>Business Manager</p>	<p>All students and staff working with them are safe</p>
<p>Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced</p>	<p>Ensure staff are fully trained and aware of their duties.</p>	<p>Daily</p>	<p>Business Manager</p>	<p>All personnel and students have safe independent exits from academy</p>
<p>Ensure that the building remains fully accessible and compliant in line with the Equality Act (2010)</p>	<p>Ensure that any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g. ramps, visual alarms etc.</p>	<p>As works are undertaken</p>	<p>Business Manager</p>	<p>That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors</p>

Improve access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check	Business Manager	Compliant website
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, email, student-post. Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs Check that correspondence sent home is accessible in relation to reading ability, language etc.	Ongoing	Principal	All parents/carers become aware of alternatives available and how these can be accessed
Ensure information in all SEND Reviews is accessible to all parties (applicable for those students who have an SEN need and a Disability).	Provide a choice of formats for student's parents/carers to provide views on Reviews	Ongoing	SENDCo	Parents/carers have choices about how they are communicated with and how they provide their points of view

Improve access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all	<p>Consider the needs of all students in the academy when planning lessons and adjust resources accordingly, such as text size, writing equipment, classroom position etc.</p> <ul style="list-style-type: none"> - With consideration for those children with general and specific learning difficulties <p>Ensure all staff have access to the data of students for whom they teach to ensure they can plan and deliver to meet their needs through Edukey</p> <p>Ensure risk assessments and Individual Health Care Plans are in place for students</p>	As required in response to student need	All staff	All students access fully the curriculum provided through quality first teaching Structured conversations as appropriate with parents/carers
Ensure teaching, learning methods and the learning environment support children with speech impairment	<p>Promotion of an ethos of inclusion, differentiation, personalisation of resources, acceptance and understanding.</p> <p>Demonstration of patience and support, along with effective collaboration and coordination to ensure implementation of appropriate strategies, adaptations and classroom resources. Recommended specific programmes and liaise</p>	As required in response to student need	Subject Teacher/Class Teacher/ HoDs and SENDCo	Progress confirmed by observations and formal assessment

	with the Local Authority and NHS Services.			
Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops (where available) and support the use of prescribed devices, such as the Reader Pen. TA support as required. Liaison with Local Authority Hearing Impairment Service	As required in response to student need	Subject Teacher/Class Teacher/ HoDs and SENDCo	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with visual impairment	Child faces board, glasses worn. Modified print. Liaison with the Local Authority Visual Impairment Service	As required in response to student need	Subject Teacher/Class Teacher/ HoDs and SENDCo	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards Doorways wide for wheelchair use, ramps as required. Walking rule in academy. Supervised access to lifts. Early exit from classes. Direct access to server at lunch time, regular visits from Physio or Occupational Therapist where required. Adjustable desk in classroom and table in dining hall	As required	Subject Teacher/Class Teacher/ HoDs and SENDCo	Children are able to access all activities
Ensure teaching and learning methods and	Layout of classroom, time out, clear / chunked targets, sensory	Immediately, as per the student's one	Subject Teacher/Class Teacher and SENDCo	Progress confirmed by teacher assessment and achieving targets

environment support children with Social, Emotional and Mental Health (SEMH) difficulties	and movement breaks, clear expectations that are positively reinforced	page profile and expectations set out in the Positive Discipline for Learning and Living Policy		
Ensure teaching and learning methods, and the environment support children with ASD	Layout of classroom, classroom strategies, ensuring the student is prepared for change (e.g.; timetable changes, exam or assessment dates given etc.), using clear unambiguous language (e.g., avoid using sarcasm or using idioms, using clear, concise instructions	As required in response to student need	Subject Teacher/Class Teacher and SENDCo	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies, emotional based needs	Individual Health Care Plan to be followed. Accessibility of medication Awareness of staff when planning DT, PE, Science activities	Immediately.	Subject Teacher/Class Teacher and SENDCo	Children are able to access the activities
Necessary provision is in place to allow all students to access extra-curricular opportunities	Planning meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area, etc. Risk assessments to be in place for student/s visits and any residential where appropriate	As required in response to student need	Principal	All students access fully the curriculum provided
To improve literacy and numeracy levels of students achieving below age expectations	Identify students who require additional support through the RAG meeting, Literacy meetings and Praising Stars analysisProvide	Weekly	Principal, SLT. Teacher(s), HoDs, and SENDCo	Enhanced student progress shown in Praising Stars

	appropriate interventions that are monitored every 6 weeks			
Ensure all students can access public examinations and statutory assessments	Approved access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc. Ensuring that there is evidence of the student's normal way of working in the classroom that comply with JCQ Regulations and Trust Exam Access Arrangements Guidance	For all exam/ assessment series	Principal with support of the SENDCo and Exams Officer(s).	All students that have approved access arrangements can fully access all exams and statutory assessments