

Flegg High Ormiston Academy will embed and advance equality and diversity in the fabric of the organisation and will work to identify and remove all the barriers (including physical ones) that might prevent anyone in our community from fully participating in the life of the school. Flegg High Ormiston Academy believes in providing a welcoming, inclusive environment where all may enjoy well-being and success and where discrimination of any kind is condemned.

## **Flegg High Ormiston Academy Accessibility Plan**

### **Vision statement**

#### **Aim**

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995)

The Department for Education (DfE) has published advice on the Equality Act, which explains on page 29 that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

#### **Definition (Equality Act 2010)**

“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”

#### **Provision includes:**

##### *Transition*

Students are visited in their existing school by SEND staff before the start of transition to High School to identify needs, issues and concerns.

Any student with a disability has at least 5 visits to the High School in addition to the usual transition programme and more are arranged if required. The school also liaises with outside agencies such as physiotherapists, occupational therapists and sensory support so that any adaptations and / or specialist equipment can be purchased before the students arrives in school and staff have time to be trained how to use it. The school also meets with parents to get a better understanding of needs and potential anxieties.

### *Access to curriculum*

The school aspires to provide every student with a curriculum that is personalised and differentiated to best fit their needs and interests. A range of interventions are employed to help to remove barriers to learning and this can include one-to-one support in lessons, when travelling around the school and at break and lunchtime. Students are carefully timetabled to ensure that they are in the most appropriate rooms for lessons and for their tutor periods. Individual resources are prepared when required. Within each classroom, teacher use seating plans to make sure that each student is best placed to maximise their learning.

The school employs an HLTA with specific responsibility for students with sensory, visual and communication difficulties and this person liaises closely with the County Sensory Support Unit, other agencies and with parents.

### *Access to information:*

The school provides information to students and parents in a range of different formats. Enlargements, colour overlays and coloured paper is used to help students' better access information. Some students are provided with laptops and tablets to support their learning.

### *Access to pastoral support / specialist support.*

Every student has a personal tutor that they see every day and where possible, the students keep the same tutor throughout their time at the school. In addition, pastoral support is provided through Pastoral Assistants and through the SEND department.

For students with mental health issues, the Academy can signpost students to an appropriate organisation (including CAMHS) that can, with parental consent, support students to manage their condition in a way that lessens the impact on their learning. The school employs a learning mentor that can support students with any mental health issues that may arise

### *Working with other agencies and getting specialist advice and support*

The Academy pro-actively seeks advice and support from other agencies, organisations and specialists to help best meet the needs of disabled students and staff.

### *Site accessibility*

The site has some powered doors, disabled accessible toilets, a sterile disabled toilet with changing facilities, a lift and two stair lifts.

### Previous Site changes

- The long corridor was remodelled to remove steps into the main hall
- A ramp was constructed to give access to the long corridor from the canopy area
- A portable ramp has been purchased for emergency use
- The SEND hub has been made accessible with auto doors
- All the stairs in the school have been fitted with or painted with yellow strips to make them easier to see for visually impaired students
- External walkways and playgrounds have been resurfaced to allow safe movement.

### **Maintenance and renewal:**

To ensure that these developments do not fall into disrepair, all improvements made under this Accessibility Plan will be built into the regular checks of the Site team and Academy Operations Manager.

### **Individual needs:**

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the SENCO and line managers / Access to Work (for staff).

#### **Associated policies and plans**

This plan should be read in conjunction with other relevant documents including:

- Equality of Opportunity Policy.
- Special Educational Needs Policy.
- Curriculum Policy.
- School Evaluation and Development Plans.

#### **Review and Evaluation:**

This plan will be reviewed by the Governing Body every 3 years

It is monitored and evaluated by the Academy Operations Manager who reports on progress made to the Finance and General Purposes Committee of the Governing Body.

**Date reviewed and updated: January 2024**