



Academy  
**Oldbury**

*Learn Today* **LEAD TOMORROW!**

# Accessibility Plan

**STATUS:**

**Approved**

**REVIEW DATE:**

**September 2024**

*“The Academy believes that inclusive practice is central to developing quality teaching and learning. As such we endeavour to provide a supportive framework that responds to pupils’ needs and overcomes potential barriers for individuals and groups of pupils and to ensure that pupils of all abilities and needs are fully included in the life of the school. The ethos of this statement underpins all Oldbury Academy’s policies.”*

## **Introduction**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

The **SEN and Disability Act** (2001) extended the **Disability Discrimination Act** (1995) to cover education.

**This duty requires Schools/Academies** to produce an **Accessibility Plan** that identifies the action the school/academy intends to take, over a three-year period, to increase access for those with a disability in three key areas.

## **Vision and Values**

We value each and every one of our pupils and they are at the centre of all that we do. By recognising their unique needs and aspirations, providing equal opportunities and a caring environment our pupils are able to flourish and achieve their best.

Oldbury Academy is an inclusive school and is committed to:

- increasing the extent to which pupils can participate in the curriculum;
- improving the physical environment of Oldbury Academy to enable disabled pupils to take better advantage of education, extra-curricular opportunities, facilities and services; and
- information will be shared with all students in a format that meets their needs.

In addition, the **Disability Equality Duty** (2006) requires all schools/academies to:

- Eliminate **discrimination** that is unlawful under the DDA.
- Eliminate **harassment** of those with a disability.
- Promote **positive attitudes** towards disabled persons.
- Encourage **participation** by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons **more favourably**.

## **This duty requires us to;**

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES/Action Plan.
- Demonstrate the school have taken action identified to achieve outcomes.
- Report on progress, review and revise the DES annually

There is excellent access throughout the school site. We have automatic front doors, a large circulation space in reception and a ramp area to the front door. We have a meeting room and toilets with easy reach of the reception. We can accommodate wheel chairs and visitors with reduced mobility. We have lifts throughout the school so all areas are accessible.

## **Oldbury Academy Plan**

Our plan is drawn up in accordance with the planning duty in the Equality Act 2010, Children and Families Act 2014 (The 2014 Act) - including The Special Educational Needs and Disability Regulations 2014 (The SEND Regulations) and The Special Educational Needs and Disability Code of Practice: 0 to 25 years (The SEND CoP)

It also draws on the guidance set out in [Sandwell Local Authority's 'Accessibility Strategy](#)

At all times the Academy will be equally aware of the needs of disabled staff, parents and visitors.

## Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the academy community for students and prospective students with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of the individual students.
- To promote an understanding of disabilities throughout.

## Summary of Objectives

	Objective	Strategy	Outcome	Timescale	Goal achieved
<b>Short Term</b>	Make staff aware of the need to consider accessibility when new developments are made and when staff or students are admitted.	Inform staff at briefing /meetings of Individual Action Plans	All staff understand the needs.	Frequent and regular activity.	Increased effectiveness in planning for the meeting of pupils' needs.
	Improved signage.	Audit all signage for visibility to people with impaired sight.	New and more signage.	Annual audit at the beginning of each academic year.	Signage that is informative, attractive and used by the disabled.
	Provision of 'laptops' and 'iPads' to be used by those with Learning Difficulties in school.	Costing.	Word processing is accessible, workable and practical.	Ongoing	Reasonable adjustments are in place for students with Learning Difficulties and becomes part of the normal ways
	All staff to be conversant with the SEN arrangements and SEND CoP	Inform all staff via training days and twilight inset	All staff to have a greater understanding and awareness.	Ongoing	Increased awareness leading to increased effectiveness in all aspects.
	Accessibility of the strategy – to publish the strategy and communicate to partners where it can be found	Publish on website and communicate via newsletter, X (formerly twitter) and other social media	Increased awareness	Ongoing	Increased awareness.

	Objective	Strategy	Outcome	Timescale	Goal achieved
<b>Medium Term</b>	Audit of practices and policies to establish appropriateness to meet the needs of all disabilities depending on students and staff within the school.	Undertaken when policies and practices are reviewed.	Policies and practices reflect and adhere to current and any new legislation.	Review policies and practices to ensure they continue to meet the needs of all students as far as this is possible	All policies /practices reviewed.
	Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.	Audit staff's current skills, training and experience – strategic CPD plan in place.  Showcasing good practice	Staff who are secure in differentiating/ making reasonable adjustments, ensuring pupils with special educational needs and disabilities have greater access to the curriculum.	Ongoing	Pupils are more able to access the curriculum regardless of their learning difficulties or disabilities.
	Greater awareness and confidence in dealing with and providing for pupils with learning needs and disabilities amongst teaching staff.	Identify areas where knowledge and skills base needs to be extended.  CPD	More highly trained staff able to deliver quality first lessons	Ongoing	Better access to the curriculum for children with special educational needs and disabilities.
	Appropriate qualifications for students who are identified as unable to access GCSE. Earlier identification of these students and a clear qualification pathway established.	Year 9 Audit of pupils who are not likely to access GCSEs. Alternative qualifications investigated. Students performance is monitored during data sweeps to ensure any barriers to learning are identified and addressed.	Students on a pathway that allows them to maximise their qualification potential at an appropriate level.	In place and implemented for year 9 into Year 10 pathways	Personal qualification pathway plans in place.
	Specific intervention time built into the curriculum that negates the need for pupils to be withdrawn from other areas of the curriculum.	Curriculum development planning. Specific intervention training for literacy and numeracy.	Significant progress in literacy and numeracy resulting in greater access to the curriculum as a whole.	Ongoing	Greater access to the curriculum /exam qualifications through greater literacy and numeracy attainment.

## **Summary of Actions**

To accomplish these developments, we will:

- Continually review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve access for both individuals and groups;
- Work to provide an atmosphere where all pupils feel safe and valued;
- Examine those parts of our activities and extra-curricular activities which may have limited access for pupils with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

## **Access to the Plan**

This plan will be made available, upon request, to any current parent or prospective parent. It will also be made available to any member of staff or applicant for a post at the school who requests it. The plan will be published on our website. It will be used by Senior Leadership to inform relevant aspects of the School's Improvement Plan.