

Academy Access Plan

The plan detailed below has been compiled in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001. Guidance has been drawn from “*Accessible Schools: Summary Guidance (DfES 10th June 2002)*”. Reference is also made in the academy Equality Policy.

	Target	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Early identification of students’ disabilities/needs whilst at primary school, who are likely to attend Ormiston Rivers Academy	Working with student, parents, primary school and any other relevant outside agencies.	Academy aware of requirements and able to seek advice and guidance prior to student actually joining.	Prior to start of each academic year	Ease of transition, relevant training attended by appropriate staff and awareness of any concerns raised
	Improve the delivery of written information to disabled students	Identify needs and provide different formats where required	Various formats of materials available, including learning journals, work books, timetables and text books	Ongoing	Information easily accessible to all
	Enable full timetable of lessons	Review student timetable where lessons scheduled for second floor	Timetable change or provision for lesson to be taught on ground or first floor	Ongoing	Full timetable for all
Medium Term	Improve access to the physical environment of the academy	Identify items raised in accessibility audit and ensure needs met	Changes to stair nosings, steps and pillars	Works completed	Stair nosings replaced with higher visibility ones and steps identified with high visibility strip to clearly show changes of level. Coloured strips added to pillars to assist with special awareness.

		Access reviewed regularly within risk assessments and audits	Ground level accessible via ramps. Door widths increased in areas of refurbishment during build programme. Lift to first floor and disabled toilets available	Works completed. Regular checks of lift undertaken	All areas of academy easily accessible with the exception of second floor
Long Term	Increase access for disabled students to the school curriculum	Identify needs and provide resources for differentiation	Needs assessed and intervention strategies put in place where required	Ongoing	Levels of progress made tracked enabling constant review and adjustment
	Increase participation in after-school clubs, leisure and cultural activities and school visits	Broad range of after school clubs, activities and visits organised by Academy	“Something for everyone” is available with consideration given to all abilities.	Ongoing	Increased numbers of students taking part, inclusive of disabilities.
	Academy plans to update and renew décor in accordance with recommendations in access audit	Incorporated in Premises plan	All areas of ground and first levels of academy buildings accessible to all	Ongoing	Physical accessibility of academy maintained for all