

Ormiston South Parade Academy

Accessibility policy and plan

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Policy Version Control

Policy prepared by	OSPA
Responsible committee	
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Description of changes from the model policy (if any)	I.

Contents

	Page
1. Policy statement and principles	3
1.1 Policy aims and principles	
1.2 Definition of disability	
1.3 Complaints	
1.4 Monitoring and review	
2. Contextual information	4
3. Disability Equality Scheme Action Plan and Access Plan	5

I. Policy statement and principles

I.1 Policy aims and principles

Ormiston South Parade Academy values all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 Definition of Disability

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

1.3 Complaints

All complaints are dealt with under the **OAT Complaints Policy**.

Complaints should be made in writing to the Academy in the first instance and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

The outcome of the complaint will be communicated in writing.

1.4 Monitoring and review

This policy will be reviewed annually or in the following circumstances:

- changes in legislation and / or government guidance
- as a result of any other significant change or event
- in the event that the policy is determined not to be effective

If there are urgent concerns these should be raised to the Principal, Kate Steward, in the first instance for them to determine whether a review of the policy is required in advance of the review date.

2. Contextual Information

- 2.1 The Academy is mainly a one storey building which has disabled facilities and toilets. There is a new part to the building that has an upper level. The Out of Schools Club building also has an upper floor, this can be accessed by disabled users by a lift. Wheelchair access is available to the Pre-School, EYFS and the main school building. There are disabled toilets situated near to the main reception area and adjacent to the Early Years unit. There is disabled parking on site. All areas of the Academy grounds are accessible to wheelchair users. At present we have no wheelchair dependent pupils and none that require the use of walking frames. A member of staff has a physical disability. Risk management plans are in place for individuals in the event of an evacuation from the building.

The action plan attached sets out the proposals of Ormiston South Parade Academy to increase access to education for disabled pupils in the three key areas identified below as required by the planning duties in the DDA:

- promote opportunities for disabled pupils to participate in the *school curriculum*;
- develop the *environment* of the school to ensure that disabled pupils can take advantage of education and associated services;
- ensure that *information* is provided in appropriate formats for disabled pupils so that they are not disadvantaged.

As a requirement of our specific duty in the DDA 2005 requiring schools to publish a Disability Equality Scheme, therefore we have created an Equality Scheme and extended this action plan to address how the academy will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

We intend to implement the general duty by actively reviewing all our policies, procedures and planned access improvements to remove barriers that result in greater recruitment and retention of disabled staff and greater participation of disabled pupils, disabled parents and community members.

It is also a requirement that the academy's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The action plan also demonstrates how the school will address the priorities identified.

The action plan is to all stakeholders of the academy.

Disability Equality Scheme Action Plan & Access Plan

Target	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Equality and Inclusion					
To ensure that the Accessibility Plan becomes an annual agenda item at the LGB	Clerk to Governors to add to the agenda	Adhere to legislation	Annually	SLT / Governors	SLT / Governors Report to Governors on outcome Review in light of new pupils identified with difficulties
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	On-going	SLT	SLT
To ensure that all policies consider the implications of disability access.	Consider during review of policies	Policies reflect current legislation.	On-going	SLT	SLT
Target	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Physical Environment					
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	-Audit of accessibility of school buildings and grounds by SLT and Premises Manager.Suggest actions and implement as budget allows -Termly check on effectiveness of fire evacuation procedures to ensure they meet the needs of all. -Review evacuation plans following building works. - Annual review of Fire & Safety signage by Premises Manager.	Modifications will be made to the school building to improve access.	On-going	Operations lead	SLT / Governors
		Feedback to staff with any concerns or updates.	Termly	Operations lead	SLT / Governors
		Feedback to staff with any concerns or updates.	Autumn Term	Operations lead	SLT / Governors
		Feedback to staff with any concerns or updates.	Annually	Operations lead	SLT / Governors
				Operations lead	SLT / Governors

Target	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Curriculum					
To continue to train support staff to enable them to meet the needs of children with a range of SEND.	SENCO to review the needs of children and provide training for staff as required.	Teachers and TA's are able to enable all children to access the curriculum.	On-going – at least	SENCO	SENCO / SLT
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly	SENCO r	SENCO / SLT
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed, in accordance with regular classroom practice, additional time and additional resource requirements.	Barriers to learning will be reduced or removed enabling children to achieve their full potential	Annually	Inclusion team and Year 6 teachers	SLT
To ensure that all children are able to access all out-of-school activities e.g. clubs, trips, residential etc.	Review out-of-school provision to ensure compliance and legislation. Pre-visit to take place by Trip Leader	All external providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going	Inclusion team, EVC and Operations lead	SLT
Written / Other information					
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary. Use co-pilot to adjust content of letters etc.	Written information will be provided in alternative formats as necessary.	As needed	Administration / SLT	SLT
To ensure that parents who are unable to attend school, because of a disability access to parent's consultations.	Staff to hold parents consultations by phone or send home written information.	Parents are informed of children's progress.	Termly	Teachers	SLT