

Ocker Hill Academy Accessibility Plan 2025/2028

Introduction

This plan sets out how Ocker Hill Academy will promote equality of opportunity for disabled people. It is through this Accessibility Plan and the associated action plan that all pupils, regardless of their background, gender, ethnicity, or disability, have access to all aspects of Ocker Hill Academy and its curriculum. This Accessibility Plan and Accessibility Action Plan seeks to address potential accessibility issues to all aspects of the academy and its curriculum.

Duties in the Disability Discrimination Act 2005 (The DDA) require the governing body to:

- Increase the extent to which disabled pupils can participate in the Academy curriculum.
- Improve the environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are disabled.
- Promote equality for disabled people; pupils, staff, parents, carers, and other people who use the Academy or wish to; and
- Prepare and publish a disability equality scheme to show how they will meet these duties.

Definition of Disability

The DDA defines a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”

Outline of the Plan

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1. Starting Points

1a: Vision and values

The purpose of this Plan is to show how Ocker Hill Academy is going to meet the duty to promote disability equality for disabled pupils, staff, and parents. The Plan focuses on three main priorities:

- Increasing the extent to which pupils can participate in the Academy curriculum
- Improving the physical environment
- Information for disabled pupils

All members of the Academy community are fully aware of their responsibility to fulfill their duty towards the Accessibility Plan, have been engaged in its development and are aware of the Academy's duties towards disabled pupils, staff, and parents.

1b: Information from pupil data and Academy audit

Context

For a detailed breakdown of how SEN Support is deployed, see the 'Local Offer' and 'SEND Policy' documents on the Academy website.

There are **14** pupils who have the protection of an EHC Plan attending the academy at present in addition to **42** pupils receiving Outside Agency Support and **1** pupil at SEN Support of the Code of Practice. Altogether there are **57** pupils currently on the academy's SEN Register (**23%** of the Number on Role).

- The number of pupils known to be eligible for Free Academy Meals (FSM) is higher the national average.
- Attendance of our pupils is carefully monitored. Parents are kept fully informed and contacted if there is an issue regarding attendance. The SAIO service is used to support attendance.
- There have been no permanent exclusions in the last three years but 1 fixed term exclusion.

Disabled Pupil Presence, Participation and Achievement:

- The Academy has good links with outside agencies such as physiotherapy, occupational therapy, visually and hearing services, CAMHS and therapeutic services
- There are two pupils who have medication for ADHD.

1c: Views of those consulted during the development of the plan

It is a requirement that disabled pupils, staff and those using Academy services should be involved in the production of the Accessibility Plan. Ocker Hill Academy has consulted with ALL pupils, staff, and service users in the development of our Accessibility Plan by:

- Parental Questionnaires each year.

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- Whole Staff Meetings to ensure that disability equality is part of the Academy Mission Statement and core values
- Discussion with staff from the Special Needs Departments.
- Discussion and meetings with parents/carers to provide opportunities to discuss and speak with outside agencies
- Home/Academy records between support staff and parents.

2. The main priorities in the Academy's plan

The priorities for the Academy's plan will be developed in the light of:

- **An examination of the information that the Academy has gathered; and**
- **The messages that the Academy has heard from ALL pupils, staff and parents who have been involved in the development of the plan.**

2a: Increasing the extent to which pupils can participate in the Academy curriculum

As previously stated, our vision is of a fully inclusive Academy with equal opportunities for all underpinned by the principles of the National Curriculum Inclusion Statement (setting suitable learning challenges, responding to pupils' diverse needs, overcoming potential barriers to learning and assessment for individuals and groups of pupils). Curriculum area plans and schemes of work will need to be scrutinised to ensure that suggested activities are accessible to all pupils and that reasonable adjustments have been made. Curriculum in this context goes beyond the 'taught' curriculum and is taken to encompass all activities undertaken during an extended academy day.

High quality teaching and learning for all is a priority in the Academy improvement plan. Raising the quality of teaching for disabled pupils will be a significant step towards achieving this aim. The SENCO and other senior leaders in the Academy include improving outcomes for pupils with SEN and disability as part of their monitoring role. The SENCO in this Academy is non-class based so can always monitor.

Data collection and consultation will raise issues of progress and participation which will need to be addressed over the lifetime of this plan.

The Academy has set the following overall priorities for increasing curriculum access:

- Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels using intervention strategies.
- Further development of a knowledge rich and skills-based curriculum from 7-11 years.
- Working with local authority advisers to ensure that maximum use is being made of ICT to maximise progress and opportunity for all
- A rolling programme of curriculum area reviews will be undertaken to ensure that concerns relating to disability have been addressed.

2b: Improving the physical environment

There are many reasonable adjustments already made in the Academy daily such as toilet rails, toilet frames and steps etc which take account of pupil's disabilities and in some cases involve more favourable treatment.

In addition, the following issues may be planned for: -

- Additional coaching or training for disabled pupils as necessary.

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- Following a review of individual needs, special facilities/ adaptations will be made regarding pupils break times or elsewhere in the Academy.
- Ensure noisy environments are eliminated to minimise difficulties for children with a Hearing need.
- All access points to the Academy have ramps provided and disabled toilet access.
- Teachers to communicate with parents to acknowledge returned forms/letters.
- Work alongside The School Rebuild Team to plan and deliver long term positive change to the academy site and buildings.

2c: Information for disabled pupils

As with improving the physical environment, the Academy considers pupil's disabilities and provides them with the information they need to achieve their potential and in a way that is determined after taking account of their disability and any preferences expressed by them or their parents.

This information may take the form of.

- Individual homework
- Re-adjusted timetables to consider physiotherapy sessions etc
- Adaptations for the pupil's level of achievement e.g., using picture/symbol language, large print
- Teacher feedback and marking tailored around a pupil's needs e.g., simplifying language

3. Making it happen

3a: Management, coordination, and implementation

The Academy's Governing Body will take responsibility for the Academy's Accessibility Plan and set a clear direction for it through discussion at full Governing Body meetings.

The Governing Body will ensure that the Accessibility Plan is formally reviewed and revised every three years in consultation with parents (questionnaires), pupils (Academy council), staff (staff meetings and SLT meetings), and external specialists and agencies that support children with known disabilities.

The Accessibility Plan should be read in conjunction with the following documentation

- Academy Improvement Plan
- Equality Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Behaviour Policy
- Teaching and Learning Policy

3b: Making the plan available

A paper copy will be made available to anyone who requests it, and a paper copy will be included in the staff handbook

Reviewing and revising the plan

The Accessibility Plan will be revised and reviewed every 3 years. The review will involve revisiting the information that was used to identify the key priorities to make judgements on improved opportunities and outcomes for disabled pupils, staff, and

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parents. The review of the scheme will continue to involve ALL pupils, staff, parents, and Governors and will be based on information that the Academy has gathered.