



## **Policy: Accessibility Plan**

**Independent School Standards:**

<b>Next review by governors</b>	
<b>Latest update</b>	

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# 1. Vision Statement

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. Improving information delivery to pupils with disabilities.

The school also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

# 2. Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

# 3. Development and Review

- The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

## 4. Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The Table below sets out our current plan:

Area of Focus	Current Situation	Desired Situation	Actions Required	By Whom?	Completed
<b>Getting to the Premises</b>					
<b>Parking</b>	Permit Parking	Designated disabled parking	Apply for disabled badge	Head Office	Ongoing.
<b>Signage</b>	Signage is temporary and small, though legible.	Clear, robust signage.	Order and install	Proprietor / caretaker	Completed November 2019
<b>Surfaces</b>	Flat, but slightly rough ground – Not suitable for wheelchairs.	Level ground	N/A as not suitable for wheelchair access	All staff	Ongoing
<b>Getting into the Premises</b>					
<b>Thresholds</b>	Ramp access from next doors drive way uneven	Smooth access to back gate	.Ramp to be remade to be smooth and run through to back gate	Proprietor	Ongoing
<b>Getting around the Premises</b>					
<b>Lateral Circulation</b>	Learning spaces are on a single floor. With one step. Space and doorways are not big enough for wheelchair access.	N/A	N/A	N/A	The school is not big enough , to have the hallway widened
<b>Outdoor Spaces</b>	Paving and grass area small, without equipment	Play equipment for pupils enjoyment	Purchase outdoor equipment in engage minds through play.	Proprietor/Headteacher	On-going

<b>Hygiene</b>	Separate Male and Female toilets	N/A	N/A	Proprietor	Yes
<b>Classrooms</b>	Classrooms are clutter free and spacious for the small group sizes	N/A	N/A	All staff	On-going
<b>Switches</b>	Switches are low	N/A	N/A	Proprietor	Yes
<b>Furniture</b>	Furniture is unfixed, so can be moved to allow for appropriate arrangements of tables etc	N/A	N/A	Proprietor / All staff	On-going
<b>Getting out of the Building</b>					
<b>Fire Exits, Escape Routes and Emergency Lighting</b>	All installed and checked	N/A	N/A	H&S lead	Yes – with regular checks on-going
<b>Individual Evacuation Plans</b>	None required for current cohort or staff	To be in place as required	Consider for each new admission or recruit. Create and ensure staff awareness.	Head Teacher	As required
<b>Managing the Building</b>					
<b>Obstructions</b>	Site cleaned daily and clutter removed	N/A	N/A	all staff	Daily
<b>Maintenance of Heating / Lighting / Alarm Systems</b>	Regular checks in place, using specialist advisors / companies as needed	N/A	N/A	H&S lead	On-going
<b>Education</b>					
<b>Curriculum Content</b>	Includes teaching about protected characteristics, anti-bullying and FBV, for example. Designed to be inclusive and supportive of the specific SEN of pupils.	N/A	N/A	Head Teacher and all staff	Continuous development

<b>Communication</b>	Current cohort can read basic vocabulary. Use of augmentative systems, e.g. symbols, support understanding.	Future pupils may need more general use of augmentative systems, including PECS, technology and large print, for example.	Adapt as required – may need purchase of specialist equipment and / or training.	Proprietor / Head Teacher / all staff	As required
<b>Teaching &amp; Learning Styles</b>	Highly personalised approaches that seek to build on the strengths and interests of pupils to enable them to make progress in weaker areas.	N/A	N/A	All staff	On-going
<b>Additional</b>					
<b>Accreditation</b>	The school is seeking JCQ accreditation for teaching at GCSE level	Teachers able to use awarding body which best suits individual pupils.	Complete I requirements and get signed off by JCQ	Head teacher / exams officer	On-going

## POLICY REVIEW CYCLE

This policy and all policies at Ocean Lodge Independent School will be reviewed and updated by the Head Teacher and governing body as per our policy review cycle.