Accessibility Plan
Version: July 2018

This Plan was adopted by:
The Directors of Ventrus Multi Academy Trust
on …… (date)

Signed by……Chair of Directors

Review Date……..……Signed……

Review Date.....Signed……

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.
The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:
(a) He or she has a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

The Orchard Vale Community School Accessibility Plan shows how access is to be improved pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -
Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements the delivery of written communications.
Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

And other relevant policies
Relevant reviews and associated audits will be carried out in a timely, manner in order to inform accessibility planning.

The Accessibility Plan will be published on the school website.
The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved

Date

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Schedule 21 – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date completed	Lead
1	Wheelchair access on Key Stage 2 corridor.	Key Stage 2 corridor to be clear of obstructions to allow wheelchair access.	Immediate	High	None	Ongoing work	KS2 Teams
2	Access to forest school log cabin.	Fit handrails to steps to log cabin in forest school area.	Immediate	Medium	£100	Autumn Term 2019	CM
3	Ensure access in the Nursery is safe for a child with multi-sensory needs.	Respond to results of ROVIC visit.	Immediate	Medium	£100	Autumn Term 2019	CH/SY
4	Ensure access wheelchair access for parents to year 3 classroom for the start of the school day.	Wheelchair access and clear pathways to be made.	Immediate	High	£10	Autumn Term 2019	CH/CM/RL

Schedule 22 – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date completed	Lead
1	Differentiation in teaching.	SLT to monitor the quality of differentiation and provision for SEND children.	Termly	Medium	SLT time	Ongoing work	SLT
2	Interventions for high needs SEND children.	SENDCo to support the development of bespoke provisions for high needs groups in year 5 and 6, year 3 and 4 and KS1.	Immediate	High	Resourcing costs of 2 TA's for one morning each day per team.	Summer Term 2020	CH/FP/RL/EG/ AL/GQ
3	Support for TA team to support learning of SEND children.	Training to SEND children.	Immediate	High	£0 Multisensory Team to lead training in communication- 10/10/2019	Autumn Term 2019	CH
4	Support for children with SEMH needs	Boxall profile training. Cascade training for staff.	Immediate	Medium	£0 Free training	Autumn Term 2019	CH

Schedule 23 – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date completed	Lead
1	Availability of written material in alternative formats when specifically requested.	School will make itself aware of services available to convert written information into alternative formats when specifically requested.	Ongoing		N/A	Ongoing work	
2	Provide support for accessibility of written information when specifically requested.	SENDCo will be available to support accessibility of written information when requested.	Ongoing		N/A	Ongoing work	CH