Olive AP Academy - Thurrock

Accessibility Plan

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Accessibility Plan

The Social Model

OA-Th acknowledges that there are barriers that prevent many people from maximum participation in society. Barriers take little or no account of people with impairments and may be:

- Attitudes of people
- Built environment problems
- Information and communication issues
- Institutional rules and policies

The social model approach to disability and was developed by disabled people **(http://www.scope.org.uk/about-us/our-brand/social-model-of-disability)**. It makes a clear difference between impairment and disability:

- Impairment is an injury, illness or congenital condition that causes or is likely to cause, loss or difference in the way the body or mind works.
- Disability is defined as the loss or limitation of opportunities to take part in society on an equal level with others, due to the barriers in society or the environment.

OA-Th uses the social model of disability as the basis for our work to improve equality for and tackle discrimination against disabled people. The use of this model will help us make sure we do not discriminate against disabled people

OA-Th plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. This will include:

Increasing access to the curriculum:

- Further differentiation of schemes of work, learning resources and teaching strategies
- Regularly review with staff the implications of the Equality Act 2010 and the range of identified disabilities.
- Make use of appropriate technologies to improve access to the curriculum,
- Further development and more effective use of teaching assistants and learning mentors in curriculum areas and in relation to improving access to the curriculum
- All teachers and TAs/LMs have the necessary training to teach and support students with a variety of disabilities

Improvements to the physical environment, including:

- Improve and increase visual signposting around the school
- Decor and signage are not confusing or disorientating for students with visual impairment, autism or epilepsy
- All areas to which students have access are well lit

- Reasonable adjustments to ensure access for physically impaired users of the service.

Improving access to information

- Provision of school literature, documents, information and letters and reports to parents/carers is available in large print and on other appropriate media.
- Improve the delivery of written information to students, staff and visitors with disabilities. In particular, ensure that information is written in clear language and is as free from educational jargons as possible.
- Ensure that the school website is accessible and usable. This will include ensuring an appropriate use of language free from educational jargon.
- Ensure the site is accessible to blind and visually impaired people including those who use screen readers.

We want OA-Th to be fully accessible and appeal to a diverse number of users, including disabled people. It is equally important for us to recruit staff and admit students from a broad pool of talent and abilities. This includes our disabled staff and our disabled students.

We aim to:

- ensure that equality impact assessments are carried out on existing policies, practices and procedures to identify where action needs to be taken to make improvements or change
- Identify, support and prioritise improvements to make the existing school building and services accessible to disabled students, staff and members of our community
- Ensure that the design of our new school building is also accessible to disabled students, staff and members of our community.
- Make reasonable adjustments in order to increase the accessibility of provision for all students, staff and visitors to the school
- Interrogate data on a range of issues to ensure we are addressing any inequalities (.g. access to school facilities, assessment and exam arrangements, exclusions, attendance and bullying data, staff recruitment, retention and development)

This policy should be read in conjunction with:

- Equality Objectives
- Safeguarding policy
- Special Educational Needs Policy