Accessibility Plan

Oracle School

Congleton

Approved by:	Simon Ashurst		**Date:** September 2020
Last reviewed on:	September 2020		
Next review due by:	September 2021		

AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Oracle aims to provide a fully accessible curriculum for all of its pupils. The majority of pupils at Oracle will have some form of disability relating to learning, emotional and behavioral difficulties. We have an approach which embraces elements of the education, care and therapy aspects of Oracle, allowing us to provide access to a wide academic, social and personal curriculum. We aim to increase physical and cognitive access to all areas of schooling.

The school has set the following priorities-

1. to continually develop an active, inclusive approach to curriculum delivery
2. to increase the quality of the teaching and learning giving our pupils the best chance of success after school

Most pupils coming to us at Oracle will come with an EHCP. From this information and information gathered during initial assessments we will formulate an Individual Education Program. We therefore have an effective system of knowing the pupil's abilities and limitations and addressing them through a specialised curriculum. Each pupil will have their progress and needs reviewed regularly from an education, therapy and a residential care perspective. This information will be collaborated and developed into a package which best suits the individual's needs. We have a high level of staff to pupil ratio which may include enhanced support to meet the needs of the individual pupil and their physical or cognitive ability. Any physical disabilities which may exclude the individual from any aspect of life at Oracle School will be identified and addressed as a priority.

Oracle has a commitment and will take responsibility for any physical changes to the school environment that may be needed upon the referral and admission of a pupil with a physical disability.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Our school offers a differentiated curriculum for all pupils. Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	Curriculum is reviewed to ensure delivery of formal and informal educational opportunities. Informal opportunities may include off-site activities. Ensuring pupils make good progress towards outcomes as highlighted in EHCPs.	Curriculum policy to be reviewed to allow access to curriculum for all pupils.	Headteacher Deputy Headteacher Health and Safety Officer	Autumn Term 2020	Suitable curriculum in place that doesn't exclude pupils with disabilities
Improve and maintain access to the physical environment	*The school environment is adapted from an old mill building to meet the educational needs of pupils.* *This includes:* • *Ramps*	The building can be accessed on both the ground and first floor	The ground floor may need a portable ramp for slight step into Common Room.	Headteacher Deputy Headteacher	Autumn Term 2020	Reasonable attempts to enable access to curriculum across the site

				Health and Safety Officer		
	• *Corridor width* • *Disabled toilets* *There are limitations to second floor of the building due to restrictions in initial purpose of building.*					
Improve the delivery of information to pupils with a disability	*Explain your school's approach here. Example:* *Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Use of colour documentation* • *Pictorial or symbolic representations* • *Use of ICT* • *SALT intervention*	Staff training All staff to be aware of specific pupil communication needs Half term audits of communication methods across the environment Signage to be monitored	Environment audit to take place Autumn Term	Health and Safety Officer	Reviewed each half term	Environment will be well signposted and that staff are aware of individual needs of pupils.
To interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities	*As per Oracle Equality Policy & Guidance*	Ensure that we are compliant with policies and procedures	Reviewed annually	Headteacher Head of Education Services	Autumn 2020	All recruitment processes followed using Oracle Policy and Guidance and in conjunction with the Equality Act 2010

If the needs of the employee change during the period of employment their employment Oracle will make all reasonable adjustments to keep employee in employment	*Compliance with policies and procedure*	To support staff in line with policies and procedures	Possible actions Meeting with Line Manager to discuss needs of employee Take reasonable steps to adjust working environment to support these needs	Headteacher Head of Education Services	As required Autumn 2020	Where possible employee will remain in employment

Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be approved by Head of Education Services for Oracle Care & Education

Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3, ground floor, first floor, second floor	Maintain access is free of clutter and that space is free of hazards	All staff	In place (ongoing)
Corridor access	2nd and 3rd floors	Maintain access is free of clutter and that space is free of hazards	All staff	In place (ongoing)
Lifts	NA			
Parking bays	Currently NA	Application to local council to allow for disabled parking close to building	Headteacher Admin Support	Discussions Autumn Term
Entrances	4, 2 via steps and 2 with ramps	Explore portable ramp for slight step into Common Room	Health and Safety Officer	Autumn Term
Ramps	2 to first floor and to ground floor	Explore portable ramp for slight step into Common Room	Health and Safety Officer	Autumn Term
Toilets	Disabled access on ground floor	Explore portable ramp for slight step into Common Room	Health and Safety Officer	Autumn Term

Reception area	Accessible to wheelchair users	NA	Headteacher	In place
Internal signage	Signs in place	NA	Headteacher Health and Safety Officer	H&S Audit completed October 2019
Emergency escape routes	Fire Evacuation Plan in place Signs posted around building Exit routes External Fire Escape	Weekly testing of systems Termly fire drill	Headteacher Health and Safety Officer	Weekly (ongoing) H&S Audit completed October 2019