



Odyssey House School

Accessibility Plan

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1. 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

Odyssey House 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.

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

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

The school will support any available partnerships to develop and implement the plan.

If you have any concerns relating to accessibility in school, please refer to the Complaints Procedure as this sets out the process for raising these concerns.

2. 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.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Curriculum resources will include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Short term to ensure that all lessons are differentiated to suit the needs of the pupils in the class.</p> <p>Long term objective to include pupils with disabilities</p> <p>Short term. To track the progress of all progress including those with disabilities</p>	<p>Teaching and learning to be monitored on a regular basis</p> <p>Ensure appropriate and inclusive resources bought</p> <p>Buy and implement an appropriate assessment system</p>	<p>Headteacher</p> <p>Subject leaders</p> <p>Headteacher</p>	<p>Ongoing with regular monitoring</p> <p>To be reviewed July 2020</p> <p>January 2020</p>	<p>That every child is able to access the curriculum at their personal level.</p> <p>Each subject has at least one resource that takes into account difference.</p> <p>That all children, including those with disabilities are tracked by the assessment system in all core subjects.</p>
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils with disabilities for example, ramp from street level to ground floor of the school, disabled toilet on the ground floor,	Short term. Improve the ground of the front garden to make it accessible for wheelchair and other	Resurface the front garden	Proprietor	May 2019 <i>(now complete)</i>	All children can play together and feel included.

	<p>corridors are wide enough for wheelchair access.</p> <p>We are currently renovating the front garden taking into account accessibility.</p>	<p>mobility issues use.</p>				
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school will use a range of communication methods to ensure information is accessible. This may include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>Short term: internal signage and pictorial or symbolic representations.</p> <p>Long term as required: large print resources, braille, induction loops.</p>	<p>Put up signage and pictorial or symbolic representations.</p>	<p>Proprietor / SENDCO</p>	<p>On-going to meet the needs of the pupils</p>	<p>All children with disabilities may access information.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Senior Leadership Team.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				