



Odyssey House School

Accessibility Plan

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| This review date: | May 2022 | | |
| Approved by: | Charu Kashyap | Designation: | Founder and Chair |
| Next review date: | November 2023 | | |

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1. Aims

Odyssey 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 famous people with disabilities</p> <p>Short term to track the progress of all progress including those with disabilities. New tracking methods to be developed.</p> | <p>Teaching and learning to be monitored on a regular basis</p> <p>Ensure this is included within the planning arrangements</p> <p>Relevant and specialist assessments are now in place. Systems need to be put in place to start embedding the assessment and progress tracking procedures</p> | <p>Head of Education</p> <p>Subject leaders & Head of Education</p> <p>Head of Education</p> | <p>Ongoing with regular monitoring</p> <p>To be reviewed September 2022</p> <p>To be reviewed September 2022</p> | <p>That every child can access the curriculum at their personal level.</p> <p>Pupils learn about the achievements and progress that people with disabilities to inspire them and promote self-belief.</p> <p>That all children, including those with disabilities are tracked by the assessment system in all core subjects and for any additional needs that they require support.</p> |

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| <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 (only required if pupils have specific requirements for these)</p> | <p>Put up signage and pictorial or symbolic representations.</p> | <p>Head of Inclusion & Assessment / Head of Education</p> | <p>On-going to meet the needs of the pupils</p> | <p>All children with disabilities may access information.</p> |
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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
- Curriculum Policy
- SEN Policy

Appendix 1: Accessibility Audit

Here are some examples of features you might assess as part of an audit of the school's physical environment.

| 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 | | | | |