



ACCESSIBILITY PLAN

1. This accessibility plan has been drawn up in consultation with the Local Authority and trustees. The plan covers the period from 2017 until 2020.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Ongar Academy plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding any specialist facilities where possible.
 - Increase access to the curriculum for students with a disability, making reasonable adjustments to the curriculum as necessary to ensure that students with a disability are as equally prepared for life as able-bodied students are. This provision includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
4. The accompanying action plan will be reviewed and adjusted on an annual basis.
5. We acknowledge that there is an ongoing awareness raising and training for staff and trustees in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The school prospectus will make reference to this Accessibility Plan and the website will contain a link so that this plan can be downloaded. Alternative formats are available on request.
7. This plan will be monitored through the Education Committee of the Board of Trustees. **James Hannan** is the Trustee with responsibility for SEN issues.
8. The school will work in partnership with the Local Education Authority in developing this plan.
9. The plan will also be monitored and reviewed by OFSTED when the school is inspected.

Increasing extent to which disabled students can participate in the school curriculum

	Targets	Strategies	Outcome	Timeframe	Success criteria
Short term 2017-18	All lessons are accessible and challenging to all students	Differentiation of Schemes of Learning Training for staff on specific learning needs as appropriate Chromebooks provided to every student to enable access to learning from school or home	All students engaged in their work at an appropriate level and staff feel confident in differentiating work for individuals with specific needs	Training sessions for staff on specific learning needs to be arranged as required and always at the point of entry of a student with specific learning needs	All students able to meet or exceed expectations in line with their baseline. All students engaged in their learning and enjoying their lessons because they are able to access the work and feel appropriately challenged
	All students able to attend their lessons, whatever their disability.	Reasonable adjustments will be made to the timetabling of classes where a student needs ground floor or lift access	No student denied access to a lesson as a result of a disability	Ongoing, as required	No student needs to sit out of a lesson because of mobility difficulties
	All staff to be aware of all of the learning and physical needs of the students that they teach or who are in their form groups	Circulation of baseline data and other information at the beginning of each year by YLs and the SENCO	Staff have a resource bank of information to help them to plan appropriate differentiation or seating arrangements	At the beginning of each academic year or when a student is admitted to the school	Staff able to meet the needs of all students in their classes.

	Targets	Strategies	Outcome	Timeframe	Success criteria
Medium term 2018-19	To ensure that resources are equitably distributed around the school, including accessible areas	Consideration to be given to the positioning of new resources.	No teaching area is left without a share of resources in accessible rooms.	As resources are allocated.	Students with limited mobility have access to teaching areas that are well resourced and fit for purpose (eg. Adjustable tables)
	Curriculum offer meets the needs of all students at all Key Stages	Curriculum review: looking at KS3 options and exploring ideas for pathways leading to employability for students for whom A levels are not a realistic future option	The range of subjects offered in all years meets the needs of all students and prepares them adequately for life beyond school	Consideration at faculty reviews each year	School progress data shows that all students are able to meet or exceed expectations in all subjects at all levels.
Long term 2019-20	To ensure that all areas of the school as possible are accessible	Identification of areas where ramps and handrails ensuring the new building incorporates these into the design	Physical accessibility of the school is improved	Review: annual	Wheelchair access is possible throughout the school
	The new school is fully accessible with ramps, handrails and lifts as per building requirements	Liaison with architects and reference to accessibility regulations	Physical accessibility of the new school meets statutory requirements	Involvement with architects in the planning stages	School is listed as an accessible school for staff and students

Improve the physical environment to increase access to education for disabled student

	Targets	Strategies	Outcome	Timeframe	Success criteria
Short term 2017-18	Ensure that the new school is fully accessible with ramps, handrails and lifts as per building requirements	Liaison with architects and reference to accessibility regulations	Physical accessibility of the new school meets statutory requirements	Opening September 2017	School is listed as an accessible school for staff and students Wheelchair access is possible throughout the school
Medium term 2018-19	To ensure that all areas of the school as possible remain accessible as the school develops	Identification of areas where ramps and handrails can be modified ensuring the new building evolves with disabled students in mind	Physical accessibility of the school is improved	Review: annual	No disabled student disadvantaged by the environment
Long term 2019-20	To ensure that sports fields are accessible to disabled students	Identification of areas where ramps and wheelchair 'lanes' can be added to enable access.	Wheelchair 'lanes' in place	Review: three year strategic plan	Wheelchair access is possible on the sports fields

Improving information and communication for disabled students.

	Targets	Strategies	Outcome	Timeframe	Success criteria
Short term 2017-18	<p>Ensure that the new school has hearing loops in the communal areas (eg. Hall)</p> <p>Visually impaired students have full access to the information provided in school</p>	<p>Liaison with architects and reference to accessibility regulations</p> <p>Work with XMA to procure visual information display screens</p>	<p>Hearing Loops in place.</p> <p>Visual display screens in place to display key information in high visibility format</p>	Opening September 2017	<p>Hearing Loops in place.</p> <p>Visual Display Screens in place.</p>
Medium term 2018-19	To ensure that hearing loops appear in other areas of the school assessed to be appropriate	<p>Identification of areas where hearing loops may be required</p> <p>Procure hearing loop solution</p>	Hearing loops in place in certain designated areas.	Spring 2019	Further Hearing loops installed where appropriate.
Long term 2019-20	To ensure that visual display screens appear in other areas of the school assessed to be appropriate	<p>Identification of areas where display screens may be required</p> <p>Procure as needed</p>	Visual display screens in place to display key information in high visibility format	Autumn 2020	Visual Display Screens in place.

The Ongar Academy and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.