

OA-North View Accessibility Policy and Plan

Document control table	
Title	Accessibility Policy and Plan
Date of this school plan	February 2026
Approved by	Olive Academies Independent Schools Board
Date of next review	December 2026
Updates/revisions included:	Head of School review of Action Plan and Audit
This is an OA central template which must be modified and completed to ensure it is relevant to localised context: This policy relates to the general policy for accessibility with the Accessibility Action Plan and Audit completed with the local context in mind. The action plan should be reviewed on a regular basis. Having been reviewed by the Head of School, the final version should be submitted to OA central.	

Contents

Statement of Intent	3
Legal framework	3
Vision and beliefs	4
Definitions	4
Accessibility Plan	4
Roles and responsibilities	5
Equal opportunities.....	5
Admissions	6
Curriculum.....	6
Physical environment.....	6
Monitoring and review	7
Accessibility Action Plan – OA North View	8
Improve and maintain access to the physical environment.....	8
Improve access to information	9
Improve access to the curriculum for pupils with a disability	10
Access Audit: OA – North View	12

Statement of Intent

Olive Academies is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils can enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The ways in which the school fosters inclusion and equality for all who share other protected characteristics are outlined in the Equality, Equity, Diversity and Inclusion Policy.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-bullying Policy
- Health and Safety Manual
- Data Protection Policy

Vision and beliefs

The values of Olive Academies (OA) are:

- CONVICTION - Everyone has the capacity to reach their potential.
- DETERMINATION - Not giving up on those who have not experienced success
- AMBITION - All challenges can be overcome and education is an important lifelong journey
- REFLECTION - Learning from experiences and developing a capacity to improve further

Olive Academies will underpin these values by ensuring that:

- Every teacher is a teacher of every pupil including those with Special Educational Needs and Disabilities (SEND)
- All pupils deserve quality first teaching
- Every pupil should make good progress commensurate with their ability

Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

Accessibility Plan

The School Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors.

OA’s Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010). Our aims are to:

- Improve and maintain access to the physical environment
- Improve access to information for pupils
- Increase access to the curriculum for pupils with a disability

In section 2, our accessibility action plan outlines how we intend to meet these aims.

Roles and responsibilities

The Olive Academies Independent Schools Board will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The Head of School will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the central team leaders and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the OAISB OA Central Team, the LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and the Olive Academies Independent Schools Board (OAISB) to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of

the plan is to take appropriate measures to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with the Fair Access Protocol. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community. Information will be obtained on future pupils to facilitate advanced planning. Prospective parents of pupils with EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school to discuss the pupil's specific needs.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide an adapted curriculum to enable all pupils to feel secure and make progress.

The SENDCO will ensure that the pupil's EHC plan is implemented, and that teaching is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be made to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND is given to relevant staff to aid teaching.

The school ensures that specialist resources are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will endeavour to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The Trustees and Head of School will review the policy in collaboration with the SENDCO.

Accessibility Action Plan – OA North View

Our aims are to:

- Improve and maintain access to the physical environment
- Improve access to information for pupils
- Increase access to the curriculum for pupils with a disability

The table below sets out how the school will achieve these objectives.

Improve and maintain access to the physical environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of all pupils, staff and others Ensure all staff are aware of access issues for individual pupils and support in place	Gather data around access needs for a pupil and their parent/carer on induction Create access plans for individuals as required – shared on IT network	On arrival at the school	Induction team	Individual, relevant and current information is gathered and shared as required so that all needs are met.
Ensure accessibility is maintained for all within the school	Ensure that no changes to the environment prevents access for all	Daily check to ensure the entrance and other areas are clear of obstructions	Facilities supervisor/assistant	Lack of complaints regarding access on arrival from visitors, staff and pupils
Maintain safe access for all	Check exterior lighting is working on a regular basis	Ongoing checks – monthly	Facilities supervisor/assistant	Everyone feels safe and can gain access safely into the school grounds

Exits: Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.	As required	SEND CO	All students and staff working with them are safe
Ensure that the school passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties.	At regular intervals throughout the year	Facilities Supervisor/assistant	All personnel and students have safe independent exits from school
Ensure that the building remains fully accessible and compliant in line with the Equality Act	Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access e.g. ramps, visual alarms etc	As works are undertaken	OA DCEO, Head of School. Facilities Assistant/Supervisor	That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors

Improve access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual website audit undertaken Ensure this accessibility plan is available on the website	Quarterly check	Communications Executive (OA central)	Compliant website
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text and email. Ensure all parents/carers are aware that the school can provide communication in large text, via telephone/meetings to meet needs. Make this clear on the website.	Ongoing	School office & Communications Executive (OA central)	All parents/carers become aware of alternatives available and how these can be accessed

	Check that correspondence sent home is accessible in relation to reading ability language etc			
Ensure information in all SEN reviews is accessible to all parties	Provide a choice of formats for student's parents/carers to provide views on reviews Ensure SEND Information report is available on website	Ongoing	SENDCO Governance & Strategic Support Exec	Parents/carers have choices about how they are communicated with and how they provide their points of view.

Improve access to the curriculum for pupils with a disability

Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all.	Consider the needs of all pupils in the school when planning lessons adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. Ensure all staff have access to the inclusion data of pupils for who they teach to ensure they can plan and deliver to meet their needs	As required in response to pupil need	All staff	All students access fully the curriculum provided Structured conversations as appropriate with parents/carers.
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with Speech Therapy Service.	As required in response to pupil need	All staff and learning mentors for each pupil as relevant	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with hearing Impairment	Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops. TA support as required.	As required in response to pupil need	All staff and learning mentors for each pupil as relevant	Progress confirmed by observations and formal assessment

Ensure teaching and learning methods and environment support children with visual impairment	Child faces board, glasses worn. Modified print.	As required in response to pupil need	All staff and learning mentors for each pupil as relevant	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in school. Early exit from classes.	As required in response to pupil need	All staff and learning mentors for each pupil as relevant	Children are able to access all activities.
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations. (N.B. relevant to all our pupils)	Constant need to meet this for all.	All staff at all times	Progress confirmed by teacher assessment and achieving targets.
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	Accessibility of medication. Awareness of staff when planning DT, PE, Science activities.	Awareness for the subject specific lessons and PE	All staff	Children able to access the activities.
Necessary provision is in place to allow all students to access activities/placements off sites	Pre preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc. Briefing of AP providers/other partners about the needs of individual pupils	As required in response to student need	All staff	All students access fully the curriculum provided
Ensure all students can access public examinations and	Access arrangements in place for all students who require and are eligible for support, including,	For all exam/ assessment series	Exams officer	All students can fully access all exams and statutory assessments

statutory assessments	readers, separate rooming etc.			
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Access Audit: OA – North View

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	N/A		
Corridor access	Corridors can be easily accessed by a wheelchair user.	Support plan to be provided when accessing through fire doors that compartment areas of the school.	All staff	Routine - daily
Lifts	N/A	N/A		
Parking bays	Suitable parking bays are available 2 x provided, close to main entrances	None	Facilities Supervisor/ Infrastructure manager	
Entrances	All entrances are easily accessed and no ramps required	None	Facilities Supervisor/ Infrastructure manager	
Ramps	Lowered kerbs are installed at points to the front of the school allowing access to perimeter walkway and entrances.	None	Facilities Supervisor/ Infrastructure manager	

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Toilets	Accessible WC is functioning and available	Key provided to access on request	All staff	Daily - routine
Reception area	Both visitors and staff receptions are easily accessible. The main (front) office is accessible, though office staff will assist when required.	Office staff to assist if required	All staff	
Internal signage	Appropriate fire exit signs are in place	Regular checks to ensure these are always displayed in a clear and readable manner.	Fire marshals/ Facilities team	Monthly premises checks
Classrooms	Most classrooms are opened with a key and this may present some difficulties for immediate access.	Support will be provided by member of staff on student's timetable at transition times. All staff to be aware and support. This has no change as all students are only permitted to access classrooms with teaching staff on their timetable.	All staff	Routine - daily
Emergency escape routes	Routes are clearly signposted and kept clear	Regular daily checks will be part of routine from fire marshals and facilities team	Fire marshals/ Facilities team	Daily checks
Staffroom & kitchen	All accessible	Support may be required when moving through fire doors.	All staff	Routine - daily

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Playground and outdoor space	These areas are easily accessed and the walkway around the building is also accessible.	The outdoor fitness area would be accessible depending on the time of year and would also require supervision from staff – all depending on individual assessment.	Facilities Team/all staff/SENDSCO	Ongoing
Minibus	The minibus vehicle has wheelchair ramps installed and are ready to use. Certain members of staff have been trained to use these. More training can be easily provided at request and when required.	Training provided as described. Staff driving minibus in this instance should be well prepared in advance for facilities available and requirements needed on arrival at destination.	Facilities Team/SENDSCO Minibus drivers	