# Olive Academies Independent School

# OA-North View

# Accessibility Policy and Plan

| **Document control table** | |
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| Title | Accessibility Policy and Plan |
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| Approved by | Olive Academies Independent Schools Board (OAISB) |
| Date of next review | December 2026 |
| Updates/revisions included: | Head of School review of Action Plan and Audit |
| This policy applies to Olive Academies Independent School OA-North View and should be implemented consistently throughout the school. Proposed amendments should be referred to the Head of School/Executive Headteacher and OAISB for consideration | |

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## 1. Statement of Intent

Olive Academies Independent School 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 pupils. 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.

## 2. 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 also has regard to the Education (Independent School Standards) Regulations 2014 (as amended), particularly:

- Part 2: Quality of Education Provided
- Part 3: Welfare, Health and Safety of Pupils
- Part 5: Premises of and Accommodation at Schools
- Part 8: Quality of Leadership in and Management of Schools

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

## 3. Ethos and Aims

The values of OA-North View 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

The school 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 high quality first teaching
- Every pupil should make good progress commensurate with their ability

## 4. 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.

## 5. Accessibility Plan

OA- North View's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors.

It has been produced in response to the Equality Act 2010 and reflects the school's commitment to inclusive practice. 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.

## 6. 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 Executive Headteacher and 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.

## 7. 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.

## 8. Admissions

Admissions are made in accordance with the school's Admissions Policy and, where applicable, following consultation processes led by local authorities for pupils with Education, Health and Care Plans (EHCPs). The school works collaboratively with parents, carers, local authorities and other professionals to determine whether the school can appropriately meet a pupil's identified needs.

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.

## 9. 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 subject teacher or other relevant staff, 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. Outdoor Learning or 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.

## 10. 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. The school seeks to ensure that all areas are accessible. Where a physical feature presents a potential barrier, reasonable adjustments and appropriate support arrangements will be implemented.

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.

## 11. 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 OAISB, Executive Headteacher and Head of School will review the policy in collaboration with the SENDCO. The OAISB will receive periodic reports regarding implementation of the Accessibility Plan and progress against identified actions.

# 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<br><br>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<br><br>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 Personal Emergency Evacuation Plans (PEEPs) are | As required | SENDCO | All students and staff working with them are safe |

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| Ensure all disabled or impaired people can be safely evacuated | implemented and reviewed where required for pupils, staff or visitors with identified needs | | | |
| 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 | Executive Headteacher, 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<br><br>including website accessibility requirements and publication requirements for independent schools. | Annual website audit undertaken<br><br>Ensure this accessibility plan is available on the website | Quarterly check | Executive Headteacher | 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 | Ongoing | School office & Communications Executive (OA central) | All parents/carers become aware of alternatives available and how these can be accessed |

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| | in large text, via telephone/meetings to meet needs. Make this clear on the website.<br>Check that correspondence sent home is accessible in relation to reading ability language etc | | | |
| Ensure information in all SEND reviews is accessible to all parties | Provide a choice of formats for student's parents/carers to provide views on reviews<br><br>Ensure SEND Information report is available on website | Ongoing | SENDCO<br><br>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.<br><br>Ensure all staff have access to the inclusion data of pupils for who<br>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<br>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 |

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| 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.<br>Classroom environment, corridors unobstructed pathways and clear of hazards.<br>Doorways wide for wheelchair use, ramps as required.<br>Walking rule in school.<br>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, Outdoor Learning,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. | As required in response to student need | All staff | All students access fully the curriculum provided |

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| | Briefing of AP providers/other partners about the needs of individual pupils<br><br>Risk assessments will consider accessibility requirements and reasonable adjustments for educational visits, work experience placements and enrichment activities. | | | |
| Ensure all students can access public examinations and statutory assessments | Access arrangements in place for all students who require and are eligible for support, including readers, separate rooming etc. | For all exam/ assessment series | Exams officer | All students can fully access all exams and statutory assessments |

## 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<br><br>2 x provided, close to main entrances | None | Facilities Supervisor/<br><br>Head of Facilities and Infrastructure | |

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---|---|---|---|---|
| Entrances | All entrances are easily accessed and no ramps required | None | Facilities Supervisor/<br><br>Head of Facilities and Infrastructure | |
| Ramps | Lowered kerbs are installed at points to the front of the school allowing access to perimeter walkway and entrances. | None | Facilities Supervisor/<br><br>Head of Facilities and Infrastructure | |
| 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/<br><br>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. | All staff | Routine - daily |

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---|---|---|---|---|
| | | This has no change as all students are only permitted to access classrooms with teaching staff on their timetable. | | |
| 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/<br><br>Facilities team | Daily checks |
| Staffroom & kitchen | All accessible | Support may be required when moving through fire doors. | All staff | Routine - daily |
| 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/SENDCO | 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/SENDCO Minibus drivers | |