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ACCESSIBILITY

POLICY

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This policy will be kept up to date and will be reviewed once per year as part of the company's Quality Assurance arrangements.

Review Period
1 Year

Approved by
Directors/Governors

Review Carried Out By
Quality Team

Date of Approval
November 2020

Introduction

We are committed to providing an accessible environment which values and includes all students, staff, parents and visitors. We are committed to developing a culture of awareness, tolerance and inclusion. We interpret our duties positively, taking into account the necessary actions to remove barriers to inclusion. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. Our Accessibility Policy and Plan shows reasonable adjustments made to accommodate their needs where practicable to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.

Purpose of the Policy

The Accessibility Policy is drawn up in compliance with current legislation and requirements relating to the DDA legislation <https://www.gov.uk/definition-of-disability-under-equalityact-2010>. The Accessibility Policy and Plan is structured to complement and support the Orion's equality objectives.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within our school:

Aims

Our Aims are:

- To increase access to the curriculum for students with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which students, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to students, staff, parents/carers and other members of the school community.

Orion's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information in the following ways:

Increasing access to the curriculum for students with a disability, expanding and 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 this includes teaching and learning and the wider curriculum such as participation in leisure and cultural activities or school visits.

Improving access to the physical environment- Orion will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Improving the delivery of written information – this includes making handouts, timetables and textbooks more accessible, taking into account parents preferred formats and individual disabilities, providing information in alternative formats when required or requested, within a reasonable time frame.

Current Practice

We gather information about any disability or health condition in early communications and through initial support meetings with commissioning schools, parents and carers of students who are new to Orion. We build strong links and have open dialogue to ensure that we are kept informed of any changes to the information provided about disabilities or individual support needs.

Curriculum

Through planning for individual need, we provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE and motor vehicle studies for students with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Physical Environment

There are no areas of the school to which disabled students have limited or no access at the moment. Some aspects of timetabled/extracurricular activities present particular challenges, however all reasonable adjustments are made to support as full an involvement as possible.

Information

Different forms of communication are made available as needs are identified to enable all disabled students to express their views and to hear the views of others. Access to information will be provided in a range of different formats available for disabled students, parents and staff as needed.



**ACCESSIBILTY
PLAN**

2020 -2022

| Target | Action Required | Time Frame | Responsibility |
|--|---|---|---|
| Raise staff awareness. | <ul style="list-style-type: none"> • Improve the quality of staff training; include regular CPD and awareness raising activity – by building it into the staff development cycle. • Target staff to complete effective and on-going CPD to ensure wider staff understanding of particular disabilities and the requirement to make reasonable adjustments for students with these conditions. | Annually as Per Staff Development and Performance Management Cycle | Whole School Team Head of School School Governors |
| Ensure disabled students have support with their learning. | <ul style="list-style-type: none"> • Develop our initial and baseline assessment tools to improve how we identify disabled students needs using our admissions forms, assessment strategies and other data collection and sharing formats • Assess students in the autumn term (or first term if referred in-year) to identify needs. Develop support plans based on assessments • Provide in class intervention with identified students • Make provision for small groups in subjects such as English and Mathematics • Provide ICT resources and adapted materials for students | Review before beginning of autumn term 2020 and re-evaluate Summer Term 2021. | Head of School Deputy Head |
| Support the social, emotional and mental wellbeing of students. | <ul style="list-style-type: none"> • Provide mentoring support to run alongside the curriculum • Improve communication with parents/carers on SEMH needs • Increase the use of learning mentors to help students with emotional issues • Develop stronger links with SEMH support agencies • Train staff on SEMH and related issues • Implement strong anti-bullying approach and analyse and take action on any disability related bullying incidents. | Ongoing Review before beginning of autumn term 2020 and re-evaluate Spring Term 2021 | Head of School Deputy Head |
| Set suitable learning challenges/targets for students with disabilities. | <ul style="list-style-type: none"> • Ensure students with disabilities have intervention/support plan targets • Ensure students have knowledge of how to progress to next level • Monitor progress weekly and provide feedback to motivate and support | Ongoing - with effect September 2020 | Head of School Tutors Deputy Head |
| Establish and maintain close liaison with parents. | <ul style="list-style-type: none"> • Ensure collaboration and information sharing between Orion and families/carers | Ongoing - with effect September 2020 | Head of School Mentors |
| Establish and maintain close liaison with outside agencies for students with additional needs. | <ul style="list-style-type: none"> • Ensure clear collaborative working approaches are adopted through regular meetings, risk assessment reviews, provision reviews and action planning. | Ongoing- with effect September 2020 | Head of School Mentors |

| Target | Action Required | Time Frame | Responsibility |
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| Ensure there is a differentiated curriculum. | <ul style="list-style-type: none"> • Provide a curriculum with specific 'pathways' for students to follow to support individual needs. • Teach alternative subjects to GCSE, include a range of academic and vocational subjects. • Provide individual timetables following a differentiated curriculum. • Ensure all SOW and Lessons are differentiated | Review before beginning of autumn term 2020 and re-evaluate Summer Term 2021. | Head of School Deputy Head |
| Ensure all classrooms are optimally organised for all students. (Include measures for COVID 19) | <ul style="list-style-type: none"> • Audit access and ergonomics of each classroom and make reasonable adjustments to accommodate students. • Carry out COVID 19 risk assessment and consider safety implications – implement measures to safeguard students. | Implement before beginning of autumn term 20 and re-evaluate Summer Term 2021 | Head of School Pastoral Team |
| Improve the use of ICT to support access to learning | <ul style="list-style-type: none"> • Review how ICT is used to support students with disability, particularly students with dyslexia and visual impairment. • Provide ICT to support learning. | Carry out beginning of autumn term 2020 and re-evaluate Summer Term 2020. | Head of School Deputy Head |
| Improving access to the physical environment of the school | <ul style="list-style-type: none"> • Provide more designated disabled parking spaces • Provide additional welfare facilities for students with mobility difficulties on the ground floor:- e.g. food and drinks/ medical facilities | Spring 2021 | Head of School Pastoral Team |
| Ensure school lighting is adequate. | <ul style="list-style-type: none"> • Provide adequate lighting in all areas of the school environment • Improve outside lighting in playground and front entrance | September 2020 | Head of School Pastoral Team |
| Improve signage | <ul style="list-style-type: none"> • Improve signage around the school with appropriate additions which will facilitate those with visual impairments • Add in COVID 19 safety signage. | Autumn Term 2020 | Head of School Health and Welfare Team |

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| Improve welfare accessibility | <ul style="list-style-type: none"> Ensure that there is a meeting room available for visitors/parents with additional accessibility needs. Ensure this area meets COVID 19 social distancing requirements. | Autumn Term 2020 | Head of School |
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| Accessibility Outcome | Action Required | Time Frame | Responsibility |
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| Enable improved access to written information for students, parents and visitors. | <ul style="list-style-type: none"> Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing | Implement before beginning of autumn term 2020 and re-evaluate Spring Term 2021. | Head of School Deputy Head |
| Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education. | <ul style="list-style-type: none"> Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible | Implement before beginning of autumn term 2020 and re-evaluate Spring Term 2021 | Head of School Deputy Head |

