

City of Norwich School

Accessibility Plan

Date adopted: 27 April 2020

Next review date: June 2025

Policy Version Control

Policy prepared by	OAT Mandatory Policy
Responsible committee	LGB
Description of changes from the model policy (if any)	Academy produced policy
Signed	

Statement of intent

This plan outlines the proposals of the governing body of The City of Norwich School (An Ormiston Academy) to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- ✦ Increasing the extent to which pupils with disabilities can participate in the academy curriculum.
- ✦ Improving the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- ✦ Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- ✦ Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- ✦ Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- ✦ Undertake reasonable adjustments to enable staff to access the workplace.
- ✦ Ensure all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- ✦ Parents of pupils
- ✦ Principal and other relevant members of staff
- ✦ Governors
- ✦ External partners

Signed by:

Ms J Philpott

Headteacher

Date: June 2025

Ms T Bentley

Chair of governors Date: June 2025

Next review date: June 2025

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date complete to actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Adapted curriculum and pathways designed to meet needs for all students, with bespoke packages including Nurture, iXL, Alternative Provision, external AP, intervention and tutoring. Pathways and packages are reviewed regularly and adapted to meet emerging needs. Teachers receive CPD and guidance to adapt T&L to meet the needs of students with a range of needs Curriculum progress is tracked for all students, including students with a disability, and this analysis and evaluation directly informs decisions about curriculum and pathways adaptations. Curriculum pathways at KS4 are flexible and tailored to student need Facilities, rooming arrangements, timetables, and resources enable access for all students to all curriculum subjects Enrichment activities including DofE actively adapted to enable access for students with disabilities Curriculum content promote students knowledge of issues around disability such as through the PSHE and SMSC curriculum 	<ul style="list-style-type: none"> Continued development of adapted curriculum via Alternative Learning Faculty (from Sept 2022) 	<ul style="list-style-type: none"> To be determined on appointment of new FL for Alternative Learning (SENDco) 	FL for Alternative Learning (SENDco) and SLT	<ul style="list-style-type: none"> Summer 2023 	<ul style="list-style-type: none"> Adapted curriculum model in place
		<ul style="list-style-type: none"> Increase engagement with co-curricular from students, including students with disabilities 	<ul style="list-style-type: none"> Continued steps to broaden engagement with co-curricular 	Co-curricular lead	<ul style="list-style-type: none"> Summer 2023 	<ul style="list-style-type: none"> Increased attendance from students with SEND
		<ul style="list-style-type: none"> Adapted Integrated Humanities curriculum for Year 7-8 	<ul style="list-style-type: none"> Curriculum to be written and developed, then QA 	FL for Humanities	<ul style="list-style-type: none"> Across 2022-23 	<ul style="list-style-type: none"> Curriculum in place Student accelerated progress
		<ul style="list-style-type: none"> Teacher knowledge and practice of pedagogy to meet needs of students with a range of needs 	<ul style="list-style-type: none"> Completion of support, guidance and training materials for staff 	AHT Director for T&L, with T&L SEND Lead Teacher	<ul style="list-style-type: none"> Student profiles by Sept 2022 	<ul style="list-style-type: none"> Profiles in place
			<ul style="list-style-type: none"> CPD throughout 2022-23 	AHT Director for T&L, with FL for Alternative Learning	<ul style="list-style-type: none"> Across 2023 	<ul style="list-style-type: none"> Staff confidence with pedagogical approaches

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps Elevators Corridor width Disabled parking bays Disabled toilets and changing facilities TA support (when necessary) 	<p>To ensure all areas of the academy are accessible to all students and that all students are able to access equipment/ machinery etc.</p>	<p><i>Sports Field entrance Install overhead mechanically operated doors with push pad in and out</i></p> <p><i>CDT & Student services entrance- ensure new doors are accessible for wheelchair users</i></p> <p><i>Study hall doors – install automatic doors</i></p> <p><i>Convert the ‘stepped’, entrance adjacent to Rm 3 in a ramp access</i></p> <p><i>Provide additional accessibility WC’s</i></p>	Steve Garman	<p>September 2024</p> <p>Works will be phased across 2 years commencing September 2023 to manage costs</p>	<p>Quotes obtained</p> <p>Works included in Premises Development Plan (PDP)</p>
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