

OA – Nene Valley

Accessibility Policy and Plan

Document control table	
Title	Accessibility Policy and Plan
Date of this academy plan	September 2025
Approved by	MAT Board
Date of next review	December 2026
Updates/revisions included:	Re-written Section 1 to align with the model policy
This is an OA central template which must be modified and completed by each academy to ensure it is relevant to each academy context: Section 1 relates to the general policy for accessibility Section 2 (Accessibility Plan) should be completed with the local context in mind – the action plan should be reviewed on a regular basis. Having been approved by the Head of Academy, the final version should be submitted to OA central for filing.	

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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 academy 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 academy has taken to ensure the academy is accessible are outlined within the Accessibility Plan.

The ways in which the academy 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 academy 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 Academy 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 Trustees will be responsible for:

- Ensuring that all accessibility planning, including the academy'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 Academy will be responsible for:

- Creating an Accessibility Plan with the intention of improving the academy's accessibility, in conjunction with the central team leaders and in line with the academy'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 academy should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the trustees, LA and external agencies to effectively create and implement the academy's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and Academy Advisory Board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the academy, 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 academy 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 academy will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all academy activities.

Admissions

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

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

Curriculum

The academy 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 academy curriculum due to their disability. The academy aims to provide a differentiated 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 academy. Detailed pupil information on pupils with SEND are given to relevant staff to aid teaching.

The academy ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Physical environment

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

The academy will ensure that accessibility audits are conducted for those within the academy community to ensure that specific needs are taken into account; however, in general, the academy will make its best endeavours 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 academy will ensure its physical environment is accessible in full to all members of the academy community, irrespective of any protected characteristics, are detailed within the academy'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 Academy will review the policy in collaboration with the SENDCO.

Accessibility Action Plan – OA Nene Valley

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 academy 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 academy	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 academy	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 Assistant	Lack of complaints regarding access on arrival from visitors, staff and pupils

Targets	Strategies	Timescale	Responsibility	Success Criteria
Maintain safe access for all	Check exterior lighting is working on a regular basis	Ongoing checks – 3 monthly	Facilities Assistant	Everyone feels safe and can gain access safely into the academy 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	Medical Lead / Head of Academy	All students and staff working with them are safe
Ensure that the academy 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 Assistant	All personnel and students have safe independent exits from academy
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		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	Annual check	Communications Manager (OA central)	Compliant website

Targets	Strategies	Timescale	Responsibility	Success Criteria
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 academy can provide communication in large text, via telephone/meetings to meet needs. Make this clear on the website. Check that correspondence sent home is accessible in relation to reading ability language etc	Ongoing	Academy office & Communications Manager (OA central)	All parents/carers become aware of alternatives available and how these can be accessed
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	Lead for SEN 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 academy 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.

Targets	Strategies	Timescale	Responsibility	Success Criteria
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 academy. 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

Targets	Strategies	Timescale	Responsibility	Success Criteria
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 practical activities, including offsite 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 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 Nene Valley

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of Storeys	Two Storeys, lift access to the first floor	N/A	Facilities Lead	
Corridor access	Corridors are wide and double doors to allow easy access	N/A	Facilities Lead	
Lifts	One fully operational lift to the first floor	Site manager to ensure this is serviced every 12 months	Facilities Assistant HoA	Annually
Parking bays	Two disabled parking bays clearly marked out and closest to the building	N/A	Facilities Lead	
Entrances	Ramp onto the site entrance and wide access to the academy building is via the entrance door	N/A	Facilities Lead/Medical Lead	
Ramps	Ramp onto the academy site, all other areas are at the same level with lift access to first floor	N/A	Facilities Lead/Medical Lead	

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Toilets	Disabled Toilet based on ground floor	Staff to ensure anyone needing access to the ground floor disabled toilet is escorted	All staff	
Reception area	Wide access to the reception area and suitable sized area	N/A	Facilities Lead	
Internal signage	All rooms and escape routes appropriately signed	N/A	Facilities Lead	
Classrooms	Wide access to all classrooms	Provision would need to be made in the cooking and art room regards seating and access to work tops should be needed	Facilities Lead	
Emergency escape routes	All escape routes have wide access, the escape route on the first floor has a holding bay	N/A	Facilities Lead	
Staffroom & kitchen	No staff room, the kitchen is small, and access may be difficult for a wheelchair user	Staff to support with access – to be adapted if needed	Facilities Lead	