



Accessibility and Equality Plan

K HATCH

SENIOR ASSISTANT PRINCIPAL | Ormiston Chadwick Academy

Accessibility and Equality Plan 2021/22

Ormiston Chadwick Academy is committed to promoting and embedding equality and diversity and preventing discrimination in all areas of its work.

Through its Accessibility and Equality Plan the School aims to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

Protected Characteristics under the Act are: Age, Disability (learning and physical), Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex and Sexual Orientation.

The functions through which OCA will ensure the integration and equality are:

- Awareness
- Learning and Teaching (the Curriculum)
- Access and Facilities
- Student Admissions and Outcomes
- Student Guidance and Support
- Working with Others
- Staff Recruitment, Selection and Promotion
- Staff retention and Flexibility
- Staff Induction and Development

The Senior Assistant Principal whose role is to support vulnerable groups will have overall responsibility for the implementation of the Accessibility and Equality Plan and all managers and staff will have specific responsibilities.

Function	Action	Outcome	Indicators of Success	Responsibility
Awareness	Ensure that the OCA Accessibility and Equality Plan is shared with staff	All stakeholders are aware of their responsibility	The plan becomes a live document and is acted upon	Network Manager
Learning and Teaching	Ensure all HOFs have ensured the content of their teaching materials are in line with this plan	Teachers plan for all students in their classes	All staff are aware of this plan and this is reflected in the planning of learning opportunities within their subject and during Morning Enrichment	All Staff
	As part of the overall approach to developing citizenship skills, embed the opportunities within the curriculum to address issues such as discrimination, harassment, victimisation and all other conduct prohibited by the Equality Act 2010	All students are aware of acceptable conduct under the Equality Act 2010	SOW for Personal Development will reflect the key aspects of the Equality Act 2010	All Staff Leaders for Personal Development
	Implement a system for reporting, recording and monitoring incidents of prejudice involving staff and students.	Reports will be passed to the local authority and recorded in governors reports	Incidents reported will be acted on in the most appropriate manner	Lbt DLS
	Review assessment criteria and instruments of assessment to ensure that they are not discriminatory and that, where possible, reasonable adjustments have been made to take account of the needs of students with a protected	All students can access appropriate assessment models	Staff will develop a variety of ways of assessing the progress made in class and over a period of time	All Staff/HOD/ SENDSCO

	characteristic			
	Take account of the achievement of all pupils when planning for future learning and setting challenging targets	All students make appropriate progress in each learning opportunity	Pupil outcomes	All Staff/HOD
Access and Facilities	Continue to assess the needs of students with a disability and implement appropriate personal support plans	Students with a disability will receive additional support as required	Positive student comments and results Parental involvement and support	SendCo Attendance team
	Continue to meet and invite representatives from outside agencies to attend as guest speakers to assist in the on-going consultation to improve equality and eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act	On-going communication and consultation with outside agencies to offer opportunities and suggestions for improvement in relation to Protected Characteristics	Links with outside agencies and improved awareness of support systems within the school	Vice Principal Attendance team SENCo Heads of Year
	Evaluate the current building access and make reasonable adjustments when required	Refurbishment programmes will maximise DDA regulations	Greater access for wheel chair users Continue to ensure H and S regulations are enforced for all	Premises Manager OAT
Student admissions and Outcomes	Monitor and analyse, retention, achievement and progression of students with relevant protected characteristics and identify any trends, actions to meet the specific needs of students with different disabilities. Targets set to improve progress where appropriate	Issue affecting specific students will be identified and actions or reasonable adjustments will be put in place to address these.	All students admitted will have accessed specific intervention as appropriate to their protected characteristics and disabilities and make the appropriate level of progress	DLS UMR Head of Year SendCo Principal Director of data

	Provide additional support for students with a relevant protected characteristic at admissions stage through improved links with designated staff	To ease transition and provide a support mechanism to assist students with a protected characteristic as specified in the Equality Act 2010	Transition pathways and procedures will have been implemented to ensure that any students with protected characteristics will have had all their welfare needs fully met by the school	Alternative provision co-ordinator SendCo Transition Leader
Working with Others	Ensure that Local Authority Partners and other agencies who work regularly in school receive a copy of the Plan as part of our link arrangements	Greater understanding by agencies of the schools commitment to promote equality	Agencies work within our framework for equality	SLT
	Those who use the school site 'out of hours' are aware of the schools Accessibility and Equality Plan	All community use will work within the remit of the Plan. Monitor those who use the facilities by protected characteristics.	Information in monitoring reports	Premises Manager and SLS
Staff Recruitment, Selection and Promotion	Monitor staff appointments, promotions, disciplinary and grievance cases and turnover by relevant protected characteristics	Identification of any trends or issues/areas for improvement by developing a profile of staff	Information in monitoring reports	Personal Manager Governing body Principal
Staff Induction and Development	Monitor staff induction and include this plan as part of this	All new staff will understand their responsibilities	All staff will have an understanding of the expectations of the Equality Act 2010.	Personal Manager
	Monitor staff development applications by relevant protected characteristics and identify any trends and actions for improvement	Identification of actions for improvement	All staff will have been given access to quality CPD as appropriate	Assistant Principal- T&L
	Check that adjustments have been made for new staff with disabilities through the induction and review process	Reasonable adjustments will be implemented	Any new staff with protected characteristics will, due to appropriate adjustments, be able to work at OCA	Personal Manager Principal

	Ensure all trainee teacher placements are monitored by protected characteristic and identify trends to act on for improvement	Liaise with partner universities as required	Any issues arising will have been addressed to ensure equality amongst trainees	Assistant Principal T&L Leader of Teacher Training
Quality Assurance and Quality Improvement	Carry out consultative meetings with staff to assess the effectiveness of the school's approaches to the promotion of equality and diversity for staff	Views of all staff will be obtained and actions for improvement will be identified	Positive staff feedback	SLT

Accessibility Audit 2021/22- The Learning Environment, Resources and ICT

Accessibility Criteria	Evidence	
<p>The learning environment is well planned to support learning and teaching.</p>	<ul style="list-style-type: none"> • Classrooms are well resourced to support teaching and learning. • Disabled Access is provided and is checked annually for suitability. A Lift is situated in Houghton building and classes can move to allow access for the full curriculum. Benches in food/science has been created to allow full participation in practical sessions • Disabled toilets are provided on ground floors of the buildings • Classroom and corridor displays are regularly updated and celebrate achievements and work. Where appropriate, displays are subject, age and ability related. The House notice boards celebrate inclusion by promoting, Ellie Simmonds, Malala, Stephen Sutton and Tim Parry- all inspirational teenagers who have overcome difficulties to participate fully in society • Temporary displays are mounted to enrich the experience of project days for the students. Students Art work is displayed on corresponding corridors • Faculty promotional banners are used to inform parents and students of opportunities within those subject areas and highlight subject areas for external events. Pastoral displays; for example promoting Attendance matters, Personal Development, Enrichment Opportunities, Saturday Academy etc. are displayed during events such as Open Evening, House Banners are displayed at events to help promote the house community spirit and identity. 	<p>All classrooms</p> <p>School hall displays, corridors</p> <p>Corridors/display cabinets</p>

	<p>Banners are also used to display achievement of students.</p>	<p>All classrooms</p>
<p>Resources, the library and accessible ICT are arranged to support learning.</p>	<ul style="list-style-type: none"> • Classrooms have an interactive whiteboard or fixed whiteboard that links to projector with speakers and a fixed teacher PC. Class sets of iPads and laptops are accessible for faculties to use within lessons, with a clearly shared booking system. • OCA has an ICT help desk for staff and students to access support from technicians. The media technicians are currently setting up a green room for the production of in house high quality photo and video documentation of academy events and students achievement. • Laptops/ ipad/ICT suites booked by a variety of subjects/year groups- See ICT usage report • These resources are accessible due to the fact they are taken to students. • The Library has a wide range of books accessible to all levels. 	<p>ICT usage report in IQM evidence file</p> <p>5 ICT Suites (S10, S11, S12 & S16), The maths department have a dedicated suite. The izon has computers for students to access and several netbooks/iPads to aid with accessibility</p> <p>2 class trolley which can be booked and 5 bookable iPad Class Sets. iPad Class Sets 2, 3 & 4 contain 25 iPads each and Set 6 contains 10 iPads, they are the most accessible sets and are available throughout the Houghton building as well as on the ground floor of the main building. iPad Class Set 1 contains 25 iPads but is only available to the English department rooms on the first floor of the North building. The first floor of the South building is not served by iPads but is home to the 4 bookable ICT suites.- Mr R Clare</p>

<p>There is order and organisation of resources for accessibility and ease of movement.</p>	<ul style="list-style-type: none"> • There is a clear booking system within the academy to allow staff to book meeting rooms, ICT equipment, Media equipment and technician support. • The academy has a mini bus that can be booked. The bus has wheel chair access. 	<p>Online evidence and ICT usage report summary- Mr R Clare</p>
<p>Differential resources for individuals, including specialised, needs e.g. more able learners and/or learners requiring additional support.</p>	<ul style="list-style-type: none"> • Lesson observation reports show evidence of effective high quality inclusive curriculum in lessons • Resource allocation in conjunction with curriculum planning also considers inclusion e.g. the provision of laptops, iPads and specialised software including coloured filters on computer screens. • Wheelchair users have access to a specialised rising chair to allow work in all areas of the school, in particular this is used in Art and Science. • Students with visual impairment have access to overlays, large print and coloured exercise books. Handwriting pens are available to pupils if required. A range of specialised in class resources are used in the nurture group. • A lift is available within the Houghton building for any staff, students or visitors with mobility difficulties. Disabled parking facilities are available. • Extension tasks are used within lessons to support more able students and extend their learning. • Aspirational visits are arranged to extend knowledge and understanding. 	<p>Lesson observation reports- Assistant Principal T&L</p>
<p>Communication, oral and written, is effective in supporting learning and teaching including</p>	<ul style="list-style-type: none"> • Staff briefing takes place twice weekly and minutes are emailed out to all staff along with any additional information. Internal email is a key means of 	<p>See meeting minutes- Mrs G Martin Office Manager</p>

<p>parent needs for translation and interpretation.</p>	<p>communication between staff and between staff and pupils.</p> <ul style="list-style-type: none"> • Pastoral briefing, TAC meetings, Year briefings take place weekly and Heads of Faculty briefing is held monthly. • ICT is used in the delivery of assemblies and speakers are invited to enrich the assembly rota in specific areas. • Pupil profiles, provision maps, behaviour logs and attendance information is all available electronically and is stored on the staff shared area. • Pupil progress reports are sent home to parents and also available on SIMS. • All Staff and students have access to office 365 including office and email. • The Academy encourages parents to bring a supportive representative for meetings if required e.g. parent partnership. 	<p>School Calendar and minutes</p> <p>SLT minutes</p> <p>School Calendar</p> <p>Academy Web site</p> <p>Sendco- Mr R Laughton</p>
<p>Classroom arrangements, including TA deployment and use, support good learning.</p>	<ul style="list-style-type: none"> • All pupils who are identified as receiving funded provision from the LA to support their additional needs have timetabled support to meet their criteria. Additional to this any students identified as requiring intervention may receive interventions through faculties as well as SEND. • All SEND teaching assistants champion an area of special needs, including ASD, Visual impairment, Dyslexia and access arrangements. They are all deployed to support students with entitled hours of support from the LA. • Graduate teaching assistants are deployed through faculties and support is directed by the head of faculty to classes or specific students requiring further intervention. Intervention sessions take place to support individuals 	<p>SENDCo</p>

	<p>where gaps are seen in their progress in relation to their peers. Intense 1-1 support is available to our year 11 students as they prepare for their GCSE examinations this includes breakfast club and enrichment sessions and Saturday academy.</p> <ul style="list-style-type: none"> • TA performance management records and observation report/ Academy QA report for SEND department/ TA timetables 	
<p>Positive images of Inclusive practice, displays and photographs, newsletters are evident.</p>	<ul style="list-style-type: none"> • Classroom and corridor displays celebrate the many achievements our students have made both in school and during the out of classroom learning experiences academy students have been engaged in e.g. school productions, overseas visits and sporting success. These are also promoted and displayed outside the building on banners, visual display units and in the local newspapers. • Quotes around the academy are inspirational and reflect the more diverse society we are part of. • Newsletter reports on the successes of all • House names chosen to demonstrate inclusivity. Ellie Simmonds/ Malala/Tim Parry and Stephen Sutton 	<p>Class teachers Heads of House Office staff Heads of Year</p>
<p>Celebrations of achievements at different levels and a variety of means.</p>	<ul style="list-style-type: none"> • Achievements are celebrated through telephone calls and postcards home. • Data from achievement contributes to the Inter House / Year competitions. • Attendance team offer a prize for form of the week. • A newsletter is published each week and is available on the academy website. Articles are written about students who have achieved awards, e.g. UKMT Maths Challenge 	<p>Heads of Year Heads of House Attendance team Personal Development Leads</p>

	<p>awards, Sporting participation and success. This newsletter is sent home</p> <ul style="list-style-type: none"> • Film/ photos of concerts/ plays/ hair and fashion evening reflect the whole school population success at various levels- an inclusive approach to all events is demonstrated. • Personal Development days make a positive contribution to the academy make positive links in the community and with other agencies e.g. guide dogs, Children in Pakistan, China Exchange, Kenya project, local elderly residents etc. 	
Use of ICT to enhance learning across abilities.	<ul style="list-style-type: none"> • The maths department use ICT programmes to support learning across all abilities • The use of visualisers to aid exemplar exam answers and technique • Class sets of Laptops and iPads are available to be booked. • Cameras and video cameras are available to be booked out. 	ICT usage report- outlines the use of ICT across year groups
Adaptive ICT for individual needs.	<ul style="list-style-type: none"> • Staff adapt back ground colour of PowerPoints- based on information in pupil passports. • VI students used a magnifier when required. • Laptops available to support students when required e.g. injury etc. 	
Additional resources and adaptations for disabled (differently abled) students.	<ul style="list-style-type: none"> • Use of lift for students with mobility problems. • Ramps situated at key points around the academy. • Evac chairs situated at key evacuation points. 	

	<ul style="list-style-type: none"> • A specialised rising chair was purchased to support student who is wheelchair bound in order to access high benches in science and art. • Information on students with additional needs is made available for all staff on edukey and sims. This supports staff by giving an outline to each pupil's individual needs and provides suggestions to possible strategies to adopt in class. This is via a pupil passport something that the LA and other bodies has seen as excellent practice • Where necessary TA/Staff support is provided to allow access for students with additional needs e.g. evacuation procedure for student in wheelchair with staff trained to ensure safe evacuation, preparation currently as part of transition for similar support to be in place for year 6 students as they transfer to OCA • Magnifier, coloured overlays, high visibility tape on pillars and stairs, disability bench in food and science ramp for stage (purchased for a student in a wheel chair to participate in GCSE drama) • Compliance survey identified need for lift in main building but currently no funding for this. Adaptations made by moving classes down stairs should it be required. 	
Resources are purchased to identified need.	<ul style="list-style-type: none"> • Resources are identified by the academy and purchased according to the needs of the students. Examples have include; rising chair, evac chairs, ramps to stage, coloured overlays, exercise books with coloured paper, Magnifier/viewer/iPad for VI student, Chrome books for extended writing 	SENDCo

