

# One Degree Academy

## ACCESSIBILITY POLICY

Lead	<b>SBR</b>
Reviewed	<b>AUG 25</b>

## 1. Vision Statement

At One Degree Academy we exist to develop in all our students the knowledge, attributes and aspirations to succeed at university, enjoy a fruitful career, and lead a great life. We strive for excellence one degree at a time.

Every system and process in our school is built around the following core values which are lived by our staff and instilled in our children:

- **Scholarship** - we focus relentlessly on academic achievement, great learning and continuous improvement to get results. We show a zest for new learning.
- **Teamwork** - we work together to overcome difficulties. When one of us succeeds, we all do.
- **Responsibility** - we take ownership of our actions, caring for each other and for our environment. We look to ourselves to do what's right or to find solutions. We do what needs to be done.
- **Integrity** - we are honest, kind and open with our community in everything we do. We treat everyone as we want to be treated: with respect.
- **Value** - we are useful and kind, adding what we do to the conversation of humanity. We embrace new opportunities to develop wisdom.
- **Effort** - we never give up on trying to improve - even when it's hard. We know there are no shortcuts: achievement comes with practise, step-by-step.

**Every student, every year will:**

- Connect with a Russell Group University
- Engage in regular cultural trips and visits
- Be part of a volunteering programme
- Have access to - a range of top London employers
- Engage in a rich and deep curriculum which builds powerful knowledge and nurtures individual talents and skills, preparing children for the world after school.

## 2. Introduction

We believe all pupils should feel happy, safe and valued so that they gain a respectful caring attitude towards each other and the environment both locally and globally. Under the equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

*“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”* Equality Act 2010

The Governing Board of One Degree Academy recognise the following duties this act places upon them:

- Pupils are not treated less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage;
- to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils;
- to ensure the facilities and any physical features within the building support pupils with a disability.
- to ensure disabled pupils can participate in and benefit from the curriculum, the school, facilities and services it provides;

### **3. Monitoring and Review**

This policy will be monitored by the Business Manager and The Governing Board for One Degree Academy.

## Accessibility Plan - One Degree Academy - 2024-25

Development Area	Targets	Strategies	Outcome	Success Indicators
Curriculum delivery	<ul style="list-style-type: none"> <li>Classrooms are organised for pupils with AEN or a disability</li> <li>Understanding and planning for additional time requirements</li> </ul>	<ul style="list-style-type: none"> <li>Using specific guidance from specialists</li> <li>AEN information available to all staff</li> <li>All AEN provision reviewed on a termly basis (at least)</li> <li>Further training given on implementation and differentiation or curriculum</li> <li>Regular meetings with parents and relevant professionals to ensure the needs of students with AEN or a disability are met</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring indicates that disability/AEN has been taken into account when organising classroom environment</li> <li>Monitoring indicates that differentiation is in place targeted towards vulnerable groups</li> <li>All students, regardless of AEN or disability have full access to the curriculum, feel successful and included.</li> </ul>	<ul style="list-style-type: none"> <li>Disabled pupils are able to access the learning environment more effectively</li> <li>Disabled pupils able to access the curriculum more effectively</li> <li>OFSTED grade of '1' – Outstanding in all areas – this includes Behaviour and Safety and Quality of Teaching.</li> <li>No specific group of students (including those with AEN or a disability) are underperforming academically.</li> </ul>
School design for disabled pupils	<ul style="list-style-type: none"> <li>All areas accessible to disabled pupils</li> </ul>	<ul style="list-style-type: none"> <li>Strategic discussions in building design, prioritising disabled access points (E.g access ramps)</li> <li>Disabled access points kept clear and seen by all as an integral part of the building</li> </ul>	<ul style="list-style-type: none"> <li>Issues with access logged and resolved via Handsam</li> </ul>	<ul style="list-style-type: none"> <li>Disabled pupils able to access all physical areas without difficulty –</li> </ul>
Signage	<ul style="list-style-type: none"> <li>Signs clear and understandable for pupils with visual impairment.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure size and colour of signage is suitable</li> <li>Consider suitable placing of signs</li> </ul>	<ul style="list-style-type: none"> <li>Signs clear and updated as required</li> </ul>	<ul style="list-style-type: none"> <li>Visually impaired students able to read and follow instructions on signage</li> </ul>

Staff training	<ul style="list-style-type: none"> <li>Teaching approaches and learning activities are made accessible to all pupils</li> </ul>	<ul style="list-style-type: none"> <li>All staff receive appropriate training</li> <li>All staff have access to student AEN profiles and AEN Support Plans which document student needs and how staff can assist</li> <li>Extra training is readily available upon request</li> </ul>	<ul style="list-style-type: none"> <li>Sustained and rapid progress made in all areas including literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Progress data</li> <li>All 'at risk' groups broadly making same progress as all other students.</li> </ul>
Stimulating environment	<ul style="list-style-type: none"> <li>To ensure all groups of students are catered for by the physical environment in which they are learning – including classrooms, halls and outside areas</li> </ul>	<ul style="list-style-type: none"> <li>The environment is regularly audited to reduce all barriers to learning, achievement and full participation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are able to gain access to all resources and stimuli which they need to order to reach their full potential</li> </ul>	<ul style="list-style-type: none"> <li>Pupils happy and fully engaged in their learning and making good or accelerated progress</li> </ul>
<b>Auxiliary aids and services.</b>	<ul style="list-style-type: none"> <li>Medical policy reviewed and updated.</li> <li>Large keyboards available if required.</li> </ul>	<ul style="list-style-type: none"> <li>Input from SENCO and inclusion lead.</li> </ul>	<ul style="list-style-type: none"> <li>Policy disseminated to all staff.</li> <li>A small selection of adaptive keyboards and special software are purchased if required.</li> <li>Requirements are reviewed regularly and updated if required.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils with medical conditions are supported.</li> </ul>