



# Accessibility and Equality Plan

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PRINCIPAL | Ormiston Bolingbroke Academy

## **Accessibility and Equality Plan 2021/22**

Ormiston Bolingbroke 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 OBA 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 Associate 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.

<b>Function</b>	<b>Action</b>	<b>Outcome</b>	<b>Indicators of Success</b>	<b>Responsibility</b>
<b>Awareness</b>	Ensure that the OBA Accessibility and Equality Plan is shared with staff is available on the website	All stakeholders are aware of their responsibility	The plan becomes a live document and is acted upon	IT team Principal
<b>Learning and Teaching</b>	All subject leaders 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 Lessons for Life	All Staff
	Embed 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 LFL.
	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	GME
	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	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/ SENDCO

	students with a protected 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
<b>Access and Facilities</b>	Continue to assess the needs of students with a disability and implement appropriate personal support/care 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	Associate Assistant Principal Attendance team SENCo Heads of Year LFL Leads
	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	Operational Manager Principal OAT
<b>Student admissions and Outcomes</b>	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	GME Safeguarding Head of Year SendCo Principal AP 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 AAP Community
<b>Working with Others</b>	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 school's commitment to promote equality	Agencies work within our framework for equality	SLT
<b>Staff Recruitment, Selection and Promotion</b>	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	HR Manager Governing body Principal
<b>Staff Induction and Development</b>	Monitor staff induction and include this plan as part of training	All new staff will understand their responsibilities	All staff will have an understanding of the expectations of the Equality Act 2010.	HR 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	SUP
	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 OBA	HR Manager Principal

<b>Quality Assurance and Quality Improvement</b>	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
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**Accessibility Audit 2020/21- 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"> <li>• Classrooms are well resourced to support teaching and learning.</li> <li>• Disabled Access is provided and is checked annually for suitability. A Lift is situated next to the DT food room and classes can move to allow access for the full curriculum.</li> <li>• Disabled toilets are provided on both floors of the buildings.</li> <li>• Classroom and corridor displays are regularly updated and celebrate achievements and work. Where appropriate, displays are subject, age and ability related.</li> <li>• Students Artwork is displayed on corresponding corridors</li> <li>• 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.</li> </ul>	<p>All classrooms</p> <p>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"> <li>• Classrooms have an interactive whiteboard or fixed whiteboard that links to projector with speakers and a fixed teacher PC. Class sets of laptops are accessible for faculties to use within lessons, with a clearly shared booking system.</li> <li>• OBA has an ICT help desk for staff and students to access support from technicians.</li> <li>• Resources are accessible due to the fact they are taken to students.</li> <li>• The Library has a wide range of books accessible to all levels.</li> </ul>	<p>8 ICT classrooms (F013,F019,F020,F021,F022,F023,F025, FF026) and 2 Mac Book suites (Art &amp; Music)</p> <p>The izeone has computers for students to access.</p> <p>2 laptop trolleys introduced in May 2021 are the most accessible sets and are available throughout the building.</p>



<p>There is order and organisation of resources for accessibility and ease of movement.</p>	<ul style="list-style-type: none"> <li>• There is a clear booking system within the academy to allow staff to book meeting rooms, ICT equipment, and technician support.</li> <li>• The academy has 3 mini buses that can be booked. One bus has wheel chair access.</li> </ul>	<p>Online evidence and ICT usage report</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"> <li>• Resource allocation in conjunction with curriculum planning also considers inclusion e.g. the provision of laptops and specialised software including coloured filters on computer screens.</li> <li>• 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 7b4/8b4.</li> <li>• Students with a hearing impairment have their needs assessed on an individual basis</li> <li>• A lift is available within the building for any staff, students or visitors with mobility difficulties. Disabled parking facilities are available.</li> <li>• Extension tasks are used within lessons to support more able students and extend their learning.</li> <li>• Aspirational visits are arranged to extend knowledge and understanding.</li> </ul>	<p>Learning walks/SENCo</p>
<p>Communication, oral and written, is effective in supporting learning and teaching including</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>See meeting minutes- 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"> <li>• Pastoral briefing, TAC meetings, Year briefings take place weekly and Heads of Faculty briefing is held monthly.</li> <li>• ICT is used in the delivery of assemblies and speakers are invited to enrich the assembly rota in specific areas.</li> <li>• Pupil profiles, provision maps, behaviour logs and attendance information is all available electronically and is stored on the staff shared area.</li> <li>• Pupil progress reports are sent home to parents and also available on SIMS.</li> <li>• All Staff and students have access to office 365 including office and email.</li> <li>• The Academy encourages parents to bring a supportive representative for meetings if required e.g. parent partnership.</li> <li>• The Academy ensures that it sources translation of communication for parents who require it. Internally via the modern foreign languages department and using external agencies where needed.</li> </ul>	<p>School Calendar and minutes</p> <p>SLT minutes</p> <p>School Calendar</p> <p>Academy Web site</p> <p>Sendco</p>
<p>Classroom arrangements, including TA deployment and use, support good learning.</p>	<ul style="list-style-type: none"> <li>• All pupils who are identified as receiving funded provision from the LA to support their additional needs have timetabled support to meet their criteria.</li> </ul>	<p>SENDCo</p>

	<p>Additional to this any students identified as requiring intervention may receive interventions through faculties as well as SEND.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 where gaps are seen in their progress in relation to their peers. Intense 1-1 support is available to our year 11 and 6<sup>th</sup> form students as they prepare for their GCSE and A level/Level 3 examinations; this includes breakfast club and enrichment sessions and Saturday academy.</li> <li>• TA performance management records and observation report/ Academy QA report for SEND department/ TA timetables</li> </ul>	
<p>Positive images of Inclusive practice, displays and photographs, newsletters are evident.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Class teachers Heads of House Office staff Year tutors</p>

	<ul style="list-style-type: none"> <li>• Quotes around the academy are inspirational and reflect the more diverse society we are part of.</li> <li>• Newsletter reports on the successes of all</li> </ul>	
Celebrations of achievements at different levels and a variety of means.	<ul style="list-style-type: none"> <li>• Achievements are celebrated through telephone calls and postcards home.</li> <li>• Data from achievement contributes to the Inter House / Year competitions.</li> <li>• Attendance team offer a prize for form of the week.</li> <li>• 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.</li> </ul>	Heads of Year Heads of House Attendance team
Use of ICT to enhance learning across abilities.	The use of visualisers to aid exemplar exam answers and technique	ICT usage report- outlines the use of ICT across year groups

	<ul style="list-style-type: none"> <li>• Class sets of Laptops and iPads are available to be booked.</li> <li>• Cameras and video cameras are available to be booked out.</li> <li>• Specialist software is used to support students in a range of learning needs for example IDL Cloud</li> </ul>	SENDCO
Adaptive ICT for individual needs.	<ul style="list-style-type: none"> <li>• Staff adapt back ground colour of PowerPoints- based on information in pupil passports.</li> <li>• VI students used a magnifier when required.</li> <li>• Laptops available to support students when required e.g. injury etc.</li> </ul>	
Additional resources and adaptations for disabled (differently abled) students.	<ul style="list-style-type: none"> <li>• Use of lift for students with mobility problems.</li> <li>• Evac chairs situated at key evacuation points.</li> <li>• 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</li> <li>• 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</li> </ul>	

	<p>ensure safe evacuation, preparation currently as part of transition for similar support to be in place for year 6 students as they transfer to OBA</p> <ul style="list-style-type: none"> <li>• Magnifier, coloured overlays, high visibility tape on stairs,</li> </ul>	
<p>Resources are purchased to identified need.</p>	<ul style="list-style-type: none"> <li>• Resources are identified by the academy and purchased according to the needs of the students. Examples have include; chair, evac chairs, colouredoverlays, exercise books with coloured paper, Magnifier/viewer/iPad for VI student, Chrome books for extended writing</li> </ul>	<p>SENCo</p>