

Equality Act 2010 (paragraph 3 of schedule 10)

OLCHS Accessibility Plan 2017-2020

Area	Explanation	School response
Physical Environment	<u>Changes</u> – that need to be made to the buildings in order to ensure that our pupils and students are guaranteed full access.	Currently 30% of the building is accessible to wheelchair users. Adaptations to the rest of the building or for other disabilities (e.g. hearing, vision) will be made on an individual case/needs- led basis as determined by admissions.
Curriculum	<u>Resources:</u> items that need to be bought or adapted in order to guarantee full access	Programme of resource purchasing to meet individual need as it arises.
	<u>Planning:</u> the way in which the curriculum is organised to guarantee full access for all pupils (e.g. class groupings, room allocations, timings, etc.)	Ongoing meeting of needs in all bases in preparation for and throughout each academic year.
Written Information	<u>Curriculum and other materials:</u> how we guarantee that all students who are expected to gain information from written material receive it in a format that they can access.	Learning materials are prepared in appropriate formats.
	<u>Signage:</u> how we guarantee that written information in the physical environment (signs, menus, display descriptions, etc.) are in a format, location and position accessible to all students.	All signs appropriately placed and accessible to students.
Other	<u>Students with a Physical Disability:</u> how we ensure full access within our school environment.	As for Physical Environment above.
	<u>Staff Training and Support:</u> how we ensure that all staff are working towards guaranteeing full access and inclusion for our students and know what to do when they recognise weaknesses in our provision.	<ul style="list-style-type: none"> a. Dissemination of information to all staff through meeting structure. b. Ongoing identification and meeting of training needs. c. Support from L.C.C. services as required – vision and hearing impairment, etc.