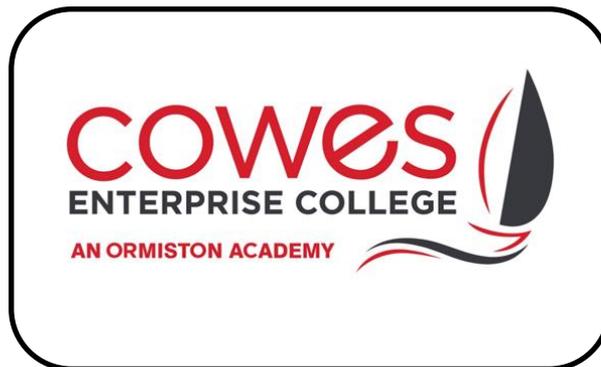


Cowes Enterprise College an Ormiston Academy



Accessibility Plan

Contents:

[Statement of intent](#)

1. [Planning duty 1](#)
2. [Planning duty 2](#)
3. [Planning duty 3](#)

Last updated: 22 June 2016

Statement of intent

This plan outlines the proposals of the governing body of Cowes Enterprise College an Ormiston Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the academy must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Principal and other relevant members of staff
- Governors
- External partners

Signed by:

John Peckham Principal Date: 12th July 2016

David Sword Chair of governors Date: 12th July 2016

Next review date: July 2017

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Ensure that Curriculum is adapted specifically to be accessible to all students.	Audit of curriculum and participation of all students in all subject areas.	Head of School / Subject Leads / SENCO	December 2016	Leaders are aware of the accessibility gaps in the curriculum and have acted upon them.	Summer 2017
Medium term	Staff members do not have the skills to support students with issues around mental health.	Needs of children with mental health issues incorporated into planning process. Staff training.	Teachers/SENCO	September 2016	Staff members have the skills to support students with mental health issues.	April 2017

Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	To check all needs for disabled wheel-chair bound children attending Academy.	Audit of physical environment	Head of School / SENCo	December 2016	School is aware of accessibility gaps to its physical environment, and will make a plan to address them	June 2017
Medium term	Signage for students, staff and parents with visual impairment is not of a high standard.	Incorporation of appropriate colour schemes and appropriate signage.	Head of School & Finance Director	April 2017	Learning environment is accessible to all stakeholders with visual impairments	September 2017
Long term	Monitor how Students, Staff & Parents with physical disabilities can access school buildings	Audit of physical environment	Head of School & Finance Director	September 2016	School buildings are fully accessible to all.	September 2017

Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Accessibility of school information to be improved for students with visual impairment	Audit of information delivery procedures	SENCO / ICT manager	September 2016	School is aware of accessibility gaps to its information delivery procedures	January 2017
Long term	Ensure Academy website is accessible to students & parents	Audit of website	ICT manager	September 2016	Website is fully accessible	April 2017

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Accessibility Plan

Adopted

by the Local
Governing Board

Signed by

John Peckham Principal

Date: 12th July 2016

David Sword Chair of governors

Date: 12th July 2016

Next review date: July 2017