



Accessibility Plan

Oswestry Education Centre

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| Adopted: | March 2018 |
| Reviewed: | September 2023 |
| Next Review: | September 2024 |
| Governing Committee: | 12 March 2018 |
| Responsibility: | Lisa Garside |

Aims and Objectives

Oswestry Education Centre

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

The table below sets out how the school will achieve these aims.

| Aims | Current good practice Include established practice and practice under development | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success Criteria |
|---|--|--|---|-------------------------------|--|---|
| Increase access to the curriculum for students with a disability | Individual programmes developed to support students with disabilities | On the initial centre visit, gather information to be shared and to inform timetabling | SLT & CM on centre visit gather information, SLT completes the "student information" form which is shared with staff. | SLT & CM | On induction to centre | All staff are aware of student disability and have greater disability issues, including those specific to our students. |

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| <p>Increase access to the curriculum for students with a disability</p> | <p>Students are tested for access arrangements for external exams. Information is used in centre to establish as normal way of working</p> | <p>All staff continue to develop skills to support students with disabilities planning of the curriculum and development of curriculum opportunities. Liaison with external agencies.</p> <p>Support for SENCO & examination officer to ensure appropriate access arrangements are in place for external exams.</p> | <p>Centre Manager Sharing information and timetable.</p> <p>Subject staff – planning of the curriculum</p> <p>HP / Centre manager / SENCO overseeing access arrangements</p> <p>Exams officer (LG) Centre manager & LC ensuring access arrangements for exams</p> | <p>Centre Manager</p> <p>Subject staff, support staff</p> <p>HP – Testing for access arrangements</p> <p>Centre manager ensures students have access arrangements in place during exams.</p> | <p>Ongoing</p> <p>During KS4</p> | <p>Suitable timetable developed that each student can engage with. Students with disabilities have increased access to curriculum materials.</p> <p>Access arrangements for external exams in place for all those who require them. Students are not disadvantaged in exams.</p> |

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| | Staff complete invigilator training annually | All staff up to date on how to invigilate. | Staff complete training | CM's ensure all staff complete training | April of every year for Y11 | All invigilators fully trained |
| Increase access to the curriculum for students with a disability | Sensory guidance is shared and followed with all staff TMBSS secures suitable and appropriate placements that best suit the students' needs | Sensory advice and guidance is followed for individuals as directed by external agencies Long: Securing suitable long-term education setting for each student and / or GCSE outcomes. | Where applicable, student's needs are met, and suitable resources provided SLT & CM sharing of information with prospective schools / post 16 | SENCO, CM SLT / CM | ongoing ongoing | Students are supported with transitions to their new schools and are successful. Students are supported with transitions to their new schools and are successful. |

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| Improve and maintain access to the physical environment | Emergency evacuation procedures are in place and termly fire drills take place. | Ensure emergency evacuation procedures take account of students with disabilities. | Identify students and review their needs Ensure that appropriate planning includes places of safety and staff responsibilities have been established | Centre Manager & administration team | Informally identified on centre visit. Within the first two weeks of a new student arriving as part of risk assessment | Identified students are safe and have a clearly recognised set of procedures in place to meet individual's needs in case of emergency evacuation. |
| | Alarms and fire escapes are checked weekly. Emergency lighting and extinguishers are checked monthly | Ensure all is in order in case of emergency | Weekly / monthly checks | CM & administrator | On going | Staff are aware of the evacuation procedure and are able to assist. Fire drills successfully practised. |
| | OEC is all on one level with good access around the building. | Monitor level access to ground floor facilities | Weekly site inspection to ensure that entrance is accessible | Centre Manager | Timetable planned before students first day. | Where possible, students with disabilities have full access to teaching areas. |

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| <p>Improve and maintain access to the physical environment</p> | <p>Door handles, light switches and exit button are at a suitable height for wheelchair users and there is a disabled toilet.</p> | <p>Short term: Continue to provide classroom accessibility to students with disabilities.</p> <p>Short term/ ongoing: Provide appropriate furniture / equipment where necessary for pupils with disabilities</p> | <p>Timetable modified where necessary so students can be located in rooms with easy access. Plan for the purchase of furniture / equipment to meet the needs of known students with disabilities based on specialist advice received</p> | <p>SLT</p> | <p>As soon as possible when a need is identified</p> | <p>School is able to rapidly respond in providing appropriate equipment</p> |

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| Improve the delivery of written information to students | Enlarged and coloured resources already provided where appropriate and staff trial and use coloured overlays. If required, this becomes the normal way of working for identified students. | To make written information more accessible to pupils with disabilities and at home | Where appropriate, the school plan for the provision of enlarged resources and exam materials, papers copied onto coloured paper where needed, enlarged written communication with home where needed | Examinations Officer Centre Managers & subject teachers Administration team | During examination series every year Sharing information on induction or as soon as requirements become apparent Ongoing once need is identified | Students with disabilities have greater access to information. The centre is able to quickly respond to requests for information in alternative formats |

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|------------------------|--|---|--|----------------------|-----------------------------|--|
| Corridor access | Corridor is wide, all on one level and free from obstructions. | Weekly inspection to ensure entrance and corridor is accessible | Weekly visual check and rectify any issues | Centre administrator | Weekly | Corridor access is available to all and free from obstructions |
| Entrance | Entrance is through two doors all on one level | Weekly inspection to ensure entrance is accessible | Weekly visual check and rectify any issues | Centre administrator | Weekly | Entrance is free from obstructions |
| Reception Area | Reception area is wide with low level seating | Weekly inspection to ensure reception area is accessible | Weekly visual check and rectify any issues | Centre administrator | Weekly | Reception area is free from obstructions |

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| Toilets | All toilets are on one level with doors and handles appropriate for wheelchair use. Doors are able to be unlocked from the outside in case of emergency. Automatic lighting in all toilets. Male female and disabled toilet on site. Red flashing light in all toilets that activates in the event of a fire drill. | To maintain current standards and no obstructions to or in toilets | Weekly visual check and rectify any issues | Centre administrator | Weekly | Toilets are in full working order, accessible and free from obstructions |

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|----------------|--|---|--|----------------------|-----------------------------|--|
| Signage | All rooms are clearly labelled (also in braille) and fire doors are identified. Emergency exit signs throughout the building. Fire action information in all rooms including toilets. Fire extinguisher signage with all fire extinguishers. Visitor fire action plan and building map identifying fire extinguishers and fire exits in reception lobby. | Weekly inspection to ensure all signage is in place | Weekly visual check and ensure all signage is up to date | Centre administrator | Weekly | Signage is up to date and appropriately placed throughout the building. Any missing signage is promptly replaced |

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| Fire alarms | Fire alarm call points available throughout the building. Emergency evacuation procedures are in place and termly fire drills take place. Alarms and fire escapes are checked weekly. All fire exits are clearly labelled and checked monthly. Emergency lighting and extinguishers are checked monthly. All visitors are instructed on evacuation procedure when signing in | All individuals know what to do and where to go in the event of an evacuation. Ensure emergency evacuation procedures take account of pupils with disabilities | Identify pupils and review their needs Ensure that appropriate planning includes places of safety and staff responsibilities have been established | Centre Manager & administration team | Informally identified at home visit. Within the first two weeks of a new student arriving as part of risk assessment | Identified pupils are safe and have a clearly recognised set of procedures in place to meet individual's needs in case of emergency evacuation. Staff are aware of the evacuation procedure and are able to assist |

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| Doors | All doors to rooms are clearly labelled All doors and handles are appropriate for wheelchair use. All teaching room doors are able to be unlocked from the inside in case of emergency. All doors are fire doors and are clearly labelled as such | Weekly inspection for obstructions and signs of damage | Weekly visual check and rectify any issues | Centre administrator | Weekly | Doors are damage free and doorways are obstruction free. |
| Emergency escape routes | Emergency exits are clearly identified. Emergency escape routes are available to front and back aspect of the building. Designated member of staff has responsibility for unlocking the exterior rear gate. | Weekly inspection to ensure escape routes is accessible. Exterior gate key kept in office and person identified in case of staff absence | Weekly visual check and rectify any issues | Centre administrator | Daily unlocking of gate. Weekly check for obstructions Monthly check of doors function. | Gate is unlocked daily Escape routes are free from obstructions. All escape doors are in good working order |