



Accessibility Policy

Legislative Compliance

The Disability Discrimination Act

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including by the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use public transport easily.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

The purpose and direction of the school's plan: vision and values

At Olive High Boys Independent School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Olive High Boys Independent School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognize the following protected characteristics;

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Accessibility Plan: September 2024-2026

	Objectives	Action		
		How	People	Resources
1	Ensure the playground includes accessibility Features for disabled staff And children.	Planning meeting	SLT All staff	Agreed school Security systems Accessibility planning
2	Improve physical access to the school wherever possible	All entrances should have suitable access and be able to accommodate disabled staff and children at all times	SLT Site managers Headteacher	Ramps Door widening if possible Suitable access at all entrances Bring back lift into use
3	Improve access for pupils who may experience difficulty moving around the school.	Ensure care plans are in place to support all pupils with mobility difficulties	SLT SEN/Inclusion team Parents	Accessibility and Care Plan Planning time for SENCO
4	CCTV recording system 24hrs a Day.	Extend CCTV cameras	SLT Security systems company	New cameras Updated servers Installation costs
5	To ensure all staff receive relevant and timely training	Update SEN policy and staff handbook School to seek advice from experts	SLT LA Services for Education SEN Disability Rights	Staff training costs Visiting speakers/trainers

	on a range of effective strategies to support learners with SEN.	Consider needs of specific pupils, both for school and off-site activities. Raise awareness of disability equality via <ul style="list-style-type: none"> · Staff meetings. · PSHCE lessons. · Assemblies. · Celebrating Differences/diversity. 	Commission All school staff	
6	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments	Head Teacher SLT Educational visits leader Visit leaders	Leaders planning time for risk assessments Pre-visits where possible
7	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	PE Leader Leaders of after-school clubs	Budget for clubs provision Equipment as needed

8	Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative Communication systems. Consider the way in which information is Presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff Subject leaders Advisors for sensory impairments Subject advisors	New curriculum costs Resources Subject leader release time
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MONITORING

This policy will be monitored as required by members of the Senior Leadership Team.

Date approved by SLT	Date of next review
01/09/24	01/09/26