

ACCESSIBILITY PLAN

Policy type	Statutory
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Approval level	Executive Board

Approved by (Name, date, signature)

Executive Board, October 2022
Executive Board Chair, David Kreyling
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POLICY FOR ATTENDANCE

Mission

We believe in investing in people. As professionals in the teaching and training professions, we strive to provide a better future for the children, young people and home settings we work with. Success for us means unleashing the potential of each individual so they can grow, develop and reach the potential of which they are capable. Our values are grounded in our determination to be the change we want to see in the world, through passion, commitment and integrity. We strive to plant a seed of kindness and compassion in a generation that will produce resilience and hope and enable them to aspire and achieve productive and fulfilled lives. Our success is measured in the lives we changed.

At the Omnia Foundation, we create a secure and safe environment that encourages communication, self-belief, mutual respect and success. We provide a rich and balanced curriculum that develops every child, allowing them to achieve their true potential.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the establishment to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

The Omnia Foundation aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The foundation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. For further information, please refer to our Equality and Diversity Policy.

The Omnia Foundation supports any available partnerships to develop and implement the plan.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled peers. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

It is important to note that all students at the Omnia Foundation are subject to an Education, Health and Care Plan for autism spectrum disorder and/or social, emotional and mental health difficulties. Therefore, our entire ethos is underpinned by the Equalities Act 2010. Further information regarding our child-centred approach can be found in our Me, Myself and I Policy.

Action plan 2022

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability.	<p>The Omnia Foundation offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	To continue to deliver a differentiated curriculum to meet our students' needs, short, medium and long-term.	Curriculum to reflect the needs of students.	Chief Operating Officer Head of Foundation	Ongoing	A curriculum tailored to meet the needs of our students delivering successful outcomes.
Improve and maintain access to the physical environment.	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	Maintain suitable accessibility as the cohort of students changes.	Review accessibility & adapt as necessary.	Chief Operating Officer Health & Safety Manager Head of Foundation	Ongoing	All students able to access all areas of the site as required.
Improve and maintain access to the physical environment.	<p>We will consider using a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations using appropriate resources 	Improve the delivery of information to those with a hearing impairment.	Consider the installation of an induction loop for the reception area and main hall to aid those with a hearing impairment.	Executive Director/ Business Manager	Ongoing	All students able to access information across the site.